

SCHOOL LINE

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• UNESCO •

Design for Waging Peace

REPRESENTATIVES of 44 countries met in London from November 1-16, 1945, to write a constitution for a United Nations Educational, Scientific, and Cultural Organization. The following comments on this Conference and its outcomes were written by Harold Benjamin, Director, Division of International Educational Relations, U. S. Office of Education, who served as technical expert of the United States Delegation to the London meeting.

More than the United Nations need guns and cruisers, more than they need airplanes and bombs, they need the materials of more perfect union. Such materials are not matters of flame and steel; they are instead products of the mind and spirit. It is here that UNESCO is designed to operate.

Basis a Free Flow of Ideas

The Constitution of the new organization is printed in full below. It gives a clear statement of the framework within which the United Nations Educational, Scientific, and Cultural Organization will work. How that work will be carried on, how much success it will achieve, and how rapidly it will function are all questions for which the Constitution provides no answers. The quality of UNESCO's work will be determined by the kind of support it gets from its member nations and particularly from their educators, scientists, writers, artists, and other intellectual workers.

The basis for all UNESCO activity is the promotion of a free flow of infor-

mation and ideas on all possible levels of understanding, through all available channels, and for the benefit of the greatest number of men. What does this mean specifically in terms of probable activities of the organization?

It means that UNESCO must be much more than just a clearinghouse for the exchange of items of scholarly and scientific interest. It must give needed information to the common people, the nonscientists, the nonscholars, the non-literary men, and all the other representatives of what used to be called "the uninstructed classes."

The countries of Western Europe, for example, have had excellent interchange of scientific and scholarly information for generations—except when interrupted by wars. These wars have appeared to occur without regard to scientific and scholarly matters. Wars may once have been started rather exclusively by the captains and the kings; but nowadays they are begun, as they are fought and finished, by the masses of mankind. It is to the masses, therefore, that UNESCO must direct its free flow of information.

UNESCO must also use all available channels of instruction and communication to reach the masses of the people. It will deal with exchanges of scholars, teachers, writers, artists, musicians, and scientists. It may operate a university of the United Nations for the promotion of research and instruction on the highest graduate and research levels. Even more pressing and fundamental, however, will be its work of providing ex-

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WATSON B. MILLER

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JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

changes of students on adult education and workers' education levels, of master farmers and homemakers, of tradesmen and industrialists, and indeed of all learners who need international educational experiences.

The organization will have many administrative and research jobs thrust upon it. It will be called upon to provide the necessary liaison arrangements to give aid to nations devastated by war in the educational, scientific, and cultural no less than in the industrial and agricultural areas. It will be asked to make studies of deficient educational systems. It will be required to define precisely the educational opportunities which should be given to non-self-governing peoples for the purpose of preparing them for independence within the United Nations; and it will run the risk of being called upon next to take part in the actual administration of the recommended programs of action.

The delegates sent from each member country to the conference of UNESCO and the Director General and staff of the organization will have to approach this task with the greatest possible daring and skill in the field of cultural engineering. These people cannot be mere teachers, mere scientists, mere men of letters, mere politicians, or mere citizens of any particular country. They will have to show qualities of mind and courage transcending all these and similar particulars. A Franklin or a Jefferson from the United States, a Galton or a Darwin from the United Kingdom, a Diderot or a Voltaire from France, or the nearest modern equivalent of such men that any country can furnish will not be too elevated an ideal for delegates to approach.

People of World Must Work Together

The task of UNESCO is a very great task. It must not be attempted with any but first-rate abilities. It is a very extensive task. It must not be attempted with small measures. It is a very significant task. It must not be attempted in an intellectual corner. The peoples of the world must work together on this task with power, sweep, and imagination. They must put into this task a great portion of that strength and gallantry which they have shown again and again in their world-wide wars.

None of them can ever again win a war, but they can all win a peace which will give them and their children and their children's children the gracious experience of true human brotherhood after which their fathers and their fathers' fathers have so long vainly yearned.



Constitution of the United Nations Educational, Scientific, and Cultural Organization

The Governments of the States Parties to This Constitution on Behalf of Their Peoples Declare that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these Reasons, the States parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understand-

ing and a truer and more perfect knowledge of each other's lives;

In Consequence Whereof they do hereby create the United Nations Educational, Scientific and Cultural Organisation for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organisation was established and which its Charter proclaims.

ARTICLE I

Purposes and functions

1. The purpose of the Organisation is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

2. To realise this purpose the Organisation will:

(a) Collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;

(b) Give fresh impulse to popular education and to the spread of culture: by collaborating with Members, at their requests, in the development of educational activities; by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social; by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

(c) Maintain, increase and diffuse knowledge: by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions; by encouraging cooperation among the nations in all branches of intellectual

activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information; by initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.

3. With a view to preserving the independence, integrity, and fruitful diversity of the cultures and educational systems of the States Members of this Organisation, the Organisation is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

ARTICLE II

Membership

1. Membership of the United Nations Organization shall carry with it the right to membership of the United Nations Educational, Scientific and Cultural Organisation.

2. Subject to the conditions of the agreement between this Organisation and the United Nations Organisation, approved pursuant to Article X of this Constitution, States not members of the United Nations Organisation may be admitted to membership of the Organisation, upon recommendation of the Executive Board, by a two-thirds majority vote of the General Conference.

3. Members of the Organization which are suspended from the exercise of the rights and privileges of membership of the United Nations Organisation shall, upon the request of the latter, be suspended from the rights and privileges of this Organisation.

4. Members of the Organisation which are expelled from the United Nations Organisation shall automatically cease to be members of this Organisation.

ARTICLE III

Organs

The Organisation shall include a General Conference, an Executive Board and a Secretariat.

ARTICLE IV

The General Conference

A. Composition

1. The General Conference shall consist of the representatives of the States

The governments of the following countries were represented at the conference by delegates and advisers:

Argentine Republic	Luxembourg
Australia	Mexico
Belgium	The Netherlands
Bolivia	New Zealand
Brazil	Nicaragua
Canada	Norway
Chile	Panama
China	Peru
Colombia	The Philippines
Cuba	Poland
Czechoslovakia	Saudi Arabia
Denmark	Syria
Dominican Republic	Turkey
Ecuador	Union of South Africa
El Salvador	United Kingdom of Great Britain and Northern Ireland
Egypt	United States of America
France	Uruguay
Greece	Venezuela (represented by an observer)
Guatemala	Yugoslavia
Haiti	
India	
Iran	
Iraq	
Lebanon	
Liberia	

Members of the Organisation. The Government of each Member State shall appoint not more than five delegates, who shall be selected after consultation with the National Commission, if established, or with educational, scientific and cultural bodies.

B. Functions

2. The General Conference shall determine the policies and the main lines of work of the Organisation. It shall take decisions on programmes drawn up by the Executive Board.

3. The General Conference shall, when it deems it desirable, summon international conferences on education, the sciences and humanities and the dissemination of knowledge.

4. The General Conference shall, in adopting proposals for submission to the Member States, distinguish between recommendations and international conventions submitted for their approval. In the former case a majority vote shall suffice; in the latter case a two-thirds majority shall be required. Each of the Member States shall submit recommendations or conventions to its competent authorities within a period of one year from the close of the session of the General Conference at which they were adopted.

5. The General Conference shall advise the United Nations Organisation on the educational, scientific and cultural aspects of matters of concern to the latter, in accordance with the terms and procedure agreed upon between the appropriate authorities of the two Organisations.

6. The General Conference shall receive and consider the reports submitted periodically by Member States as provided by Article VIII.

7. The General Conference shall elect the members of the Executive Board and, on the recommendation of the Board, shall appoint the Director-General.

C. Voting

8. Each Member State shall have one vote in the General Conference. Decisions shall be made by a simple majority except in cases in which a two-thirds majority is required by the provisions of this Constitution. A majority shall be a majority of the Members present and voting.

D. Procedure

9. The General Conference shall meet annually in ordinary session; it may meet in extraordinary session on the call of the Executive Board. At each session the location of its next session shall be designated by the General Conference and shall vary from year to year.

10. The General Conference shall, at each session, elect a President and other officers and adopt rules of procedure.

11. The General Conference shall set up special and technical committees and such other subordinate bodies as may be necessary for its purposes.

12. The General Conference shall cause arrangements to be made for public access to meetings, subject to such regulations as it shall prescribe.

E. Observers

13. The General Conference, on the recommendation of the Executive Board and by a two-thirds majority may, subject to its rules of procedure, invite as observers at specified sessions of the Conference or of its commissions representatives of international organisations, such as those referred to in Article XI, paragraph 4.

ARTICLE V

Executive Board

A. Composition

1. The Executive Board shall consist of eighteen members elected by the General Conference from among the delegates appointed by the Member States, together with the President of the Conference who shall sit *ex officio* in an advisory capacity.

2. In electing the members of the Executive Board the General Conference shall endeavour to include persons competent in the arts, the humanities, the sciences, education and the diffusion of ideas, and qualified by their experience and capacity to fulfil the administrative and executive duties of the Board. It shall also have regard to the diversity of cultures and a balanced geographical distribution. Not more than one national of any Member State shall serve on the Board at any one time, the President of the Conference excepted.

3. The elected members of the Executive Board shall serve for a term of three years, and shall be immediately eligible for a second term, but shall not serve consecutively for more than two terms. At the first election eighteen members shall be elected of whom one-third shall retire at the end of the first year and one-third at the end of the second year, the order of retirement being determined immediately after the election by the drawing of lots. Thereafter six members shall be elected each year.

4. In the event of the death or resignation of one of its members, the Executive Board shall appoint, from among the delegates of the Member State concerned, a substitute, who shall serve until the next session of the General Conference which shall elect a member for the remainder of the term.

B. Functions

5. The Executive Board, acting under the authority of the General Conference, shall be responsible for the execution of the programme adopted by the Conference and shall prepare its agenda and programme of work.

6. The Executive Board shall recommend to the General Conference the admission of new Members of the Organisation.

7. Subject to decisions of the General Conference, the Executive Board shall adopt its own rules of procedure. It shall elect its officers from among its members.

8. The Executive Board shall meet in regular session at least twice a year and may meet in special session if convoked by the Chairman on his own initiative or upon the request of six members of the Board.

9. The Chairman of the Executive Board shall present to the General Conference, with or without comment, the annual report of the Director-General on the activities of the Organisation, which shall have been previously submitted to the Board.

10. The Executive Board shall make all necessary arrangements to consult the representatives of international organisations or qualified persons concerned with questions within its competence.

11. The members of the Executive Board shall exercise the powers delegated to them by the General Conference on behalf of the Conference as a whole and not as representatives of their respective Governments.

ARTICLE VI

Secretariat

1. The Secretariat shall consist of a Director-General and such staff as may be required.

2. The Director-General shall be nominated by the Executive Board and appointed by the General Conference for a period of six years, under such conditions as the Conference may approve, and shall be eligible for reappointment. He shall be the chief administrative officer of the Organisation.

3. The Director-General, or a deputy designated by him, shall participate, without the right to vote, in all meetings of the General Conference, of the Executive Board, and of the committees of the Organisation. He shall formulate proposals for appropriate action by the Conference and the Board.

4. The Director-General shall appoint the staff of the Secretariat in accordance with staff regulations to be approved by the General Conference. Subject to the paramount consideration of securing the highest standards of integrity, efficiency, and technical competence, ap-

pointment to the staff shall be on as wide a geographical basis as possible.

5. The responsibilities of the Director-General and of the staff shall be exclusively international in character. In the discharge of their duties they shall not seek or receive instructions from any government or from any authority external to the Organisation. They shall refrain from any action which might prejudice their position as international officials. Each State Member of the Organisation undertakes to respect the international character of the responsibilities of the Director-General and the staff, and not to seek to influence them in the discharge of their duties.

6. Nothing in this Article shall preclude the Organisation from entering into special arrangements within the United Nations Organisation for common services and staff and for the interchange of personnel.

ARTICLE VII

National cooperating bodies

1. Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organisation, preferably by the formation of a National Commission broadly representative of the Government and such bodies.

2. National Commissions or national cooperating bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organisation and shall function as agencies of liaison in all matters of interest to it.

3. The Organisation may, on the request of a Member State, delegate, either temporarily or permanently, a member of its Secretariat to serve on the National Commission of that State, in order to assist in the development of its work.

ARTICLE VIII

Reports by member States

Each Member State shall report periodically to the Organisation, in a manner to be determined by the General Conference, on its laws, regulations and statistics relating to educational, scientific and cultural life and institutions, and on the action taken upon the recom-

mendations and conventions referred to in Article IV, paragraph 4.

ARTICLE IX

Budget

1. The budget shall be administered by the Organisation.

2. The General Conference shall approve and give final effect to the budget and to the apportionment of financial responsibility among the States Members of the Organisation subject to such arrangement with the United Nations as may be provided in the agreement to be entered into pursuant to Article X.

3. The Director-General, with the approval of the Executive Board, may receive gifts, bequests, and subventions directly from governments, public and private institutions, associations and private persons.

ARTICLE X

Relations with the United Nations Organisation

This Organisation shall be brought into relation with the United Nations Organisation, as soon as practicable, as one of the specialised agencies referred to in Article 57 of the Charter of the United Nations. This relationship shall be effected through an agreement with the United Nations Organisation under Article 63 of the Charter, which agreement shall be subject to the approval of the General Conference of this Organisation. The agreement shall provide for effective cooperation between the two Organisations in the pursuit of their common purposes, and at the same time shall recognise the autonomy of this Organisation, within the fields of its competence as defined in this Constitution. Such agreement may, among other matters, provide for the approval and financing of the budget of the Organisation by the General Assembly of the United Nations.

ARTICLE XI

Relations with other specialized international organisations and agencies

1. This Organisation may cooperate with other specialized intergovernmental organisations and agencies whose interests and activities are related to its purposes. To this end the Director-General, acting under the general authority of the Executive Board, may establish effective working relationships with such organisations and

agencies and establish such joint committees as may be necessary to assure effective cooperation. Any formal arrangements entered into with such organisations or agencies shall be subject to the approval of the Executive Board.

2. Whenever the General Conference of this Organisation and the competent authorities of any other specialised intergovernmental organisations or agencies whose purposes and functions lie within the competence of this Organisation, deem it desirable to effect a transfer of their resources and activities to this Organisation, the Director-General, subject to the approval of the Conference, may enter into mutually acceptable arrangements for this purpose.

3. This Organisation may make appropriate arrangements with other intergovernmental organisations for reciprocal representation at meetings.

4. The United Nations Educational, Scientific and Cultural Organisation may make suitable arrangements for consultation and cooperation with non-governmental international organisations concerned with matters within its competence, and may invite them to undertake specific tasks. Such cooperation may also include appropriate participation by representatives of such organisations on advisory committees set up by the General Conference.

ARTICLE XII

Legal status of the Organisation

The provision of Articles 104 and 105 of the Charter of the United Nations Organisation concerning the legal status of that Organisation, its privileges and immunities shall apply in the same way to this Organisation.

ARTICLE XIII

Amendments

1. Proposals for amendments to this Constitution shall become effective upon receiving the approval of the General Conference by a two-thirds majority; provided, however, that those amendments which involve fundamental alterations in the aims of the Organisation or new obligations for the Member States shall require subsequent acceptance on the part of two-thirds of the Member States before they come into force. The draft texts of proposed amendments shall be communicated by the Director-General to the Member

States at least six months in advance of their consideration by the General Conference.

2. The General Conference shall have power to adopt by a two-thirds majority rules of procedure for carrying out the provisions of this Article.

ARTICLE XIV

Interpretation

1. The English and French texts of this Constitution shall be regarded as equally authoritative.

2. Any question or dispute concerning the interpretation of this Constitution shall be referred for determination to the International Court of Justice or to an arbitral tribunal, as the General Conference may determine under its rules of procedure.

ARTICLE XV

Entry into force

1. This Constitution shall be subject to acceptance. The instruments of acceptance shall be deposited with the Government of the United Kingdom.

2. This Constitution shall remain open for signature in the archives of the Government of the United Kingdom. Signature may take place either before or after the deposit of the instrument of acceptance. No acceptance shall be valid unless preceded or followed by signature.

3. This Constitution shall come into force when it has been accepted by twenty of its signatories. Subsequent acceptances shall take effect immediately.

4. The Government of the United Kingdom will inform all members of the United Nations of the receipt of all instruments of acceptance and of the date on which the Constitution comes into force in accordance with the preceding paragraph.

In faith whereof, the undersigned, duly authorised to that effect, have signed this Constitution in the English and French languages, both texts being equally authentic.

Done in London the sixteenth day of November 1945 in a single copy, in the English and French languages, of which certified copies will be communicated by the Government of the United Kingdom to the Governments of all the Members of the United Nations.

BONDS TO BUILD THE PEACE

The Future of War Savings

By John W. Studebaker, U. S. Commissioner of Education

Before the war, about 8,000 of our schools supplemented their instructions on "money management" with an opportunity for saving right in the school.

During the war, more than 250,000 schools, through "Stamp Day," kept countless coins from burning holes in pockets, in addition to doing a two billion dollar fund-raising job.

"Stamp Day" made itself a weekly institution. It helped children learn to save by making it easy for them to save. It taught arithmetic, attitudes of responsibility, and an appreciation of the citizens' part in government. It built good community relations by providing families which had never saved before with a trusted and convenient place to save.

It is therefore good news that what will henceforth be called "U. S. Savings Bonds and Stamps" will remain on sale in peacetime. Teachers and administrators everywhere who want to continue in peacetime the educational advantages of "Stamp Day" will be able to get stamps and bonds as usual from post offices, rural mail carriers, and most banks. The Treasury, working cooperatively with the U. S. Office of Education, will continue to assist schools in developing study units and teaching aids in the field of personal money management and government finance, and will make such materials available on request.

It is good news, too, that the American Bankers' Association is encouraging its member banks to give schools every desired cooperation in working out peacetime school savings plans.

Children learn to save by saving—and profit greatly by an opportunity to save at their "place of work," the school. The nation will also profit greatly as we teach our children to handle wisely first their own finances and then their nation's finances.

Educators Request Peacetime Savings Program

"The Treasury Department welcomes the opportunity of helping schools continue in peacetime the educational advantages of their wartime bond and stamp savings program," Secretary of the Treasury Fred M. Vinson recently stated in response to a resolution presented by a group of educators who were unanimous in requesting "that the Treasury Department, working with the U. S. Office of Education, continue to cooperate with the schools in a peacetime savings program."

"The magnificent war job done by our school children and their teachers," continued Secretary Vinson, "can only be hinted at by the fact that the Treasury credits the schools with hundreds of millions of dollars in 'E' Bond sales since the Jap attack at Pearl Harbor. . . .

"It was wartime patriotism which led more than 25,000,000 of our boys and girls in more than 250,000 schools to save regularly through bonds and

stamps every week.

"And it is peacetime patriotism and citizenship which lead them and their teachers to propose continuance of the program in peacetime. As the man to whom you have entrusted the job of administering our national debt, I deeply appreciate this evidence of your support. . . .

"The Treasury will keep what we shall henceforth call 'U. S. Savings Bonds and Stamps' on sale at post offices, through rural mail carriers, and at banks, stores, factories, and other outlets. And we shall continue to cooperate with the U. S. Office of Education in making available to teachers teaching aids in the fields of thrift, money management and Government finance."

The educators who signed the resolution form an advisory committee working with the Treasury on the school aspects of its peacetime savings bond program.

New Positions and Appointments in U. S. Office of Education

EARLY in the 1946 fiscal year Commissioner Studebaker began regrouping the U. S. Office of Education into eight divisions, in accordance with his previously announced "Plan of Organization to Improve the Service of the U. S. Office of Education." The divisions are: School Administration, Auxiliary Services, Central Services, International Educational Relations, Elementary Education, Secondary Education, Vocational Education, and Higher Education.



Harold R. Benjamin

While not all directorships of the divisions have been filled permanently to date, the following persons new to the Office staff have been appointed and have assumed their respective responsibilities: Harold R. Benjamin, director, Division of International Educational Relations; Kenneth O. Warner, executive assistant to the Commissioner and director, Division of Central Services; and Galen Jones, director, Division of Secondary Education. Another new appointment is that of Richard H. Logsdon as chief librarian of the Office of Education Library.

Assignments within the Office of Education staff include: Bess Goodykoontz, Assistant Commissioner and Director, Division of Elementary Education; J. C. Wright, Assistant Commissioner

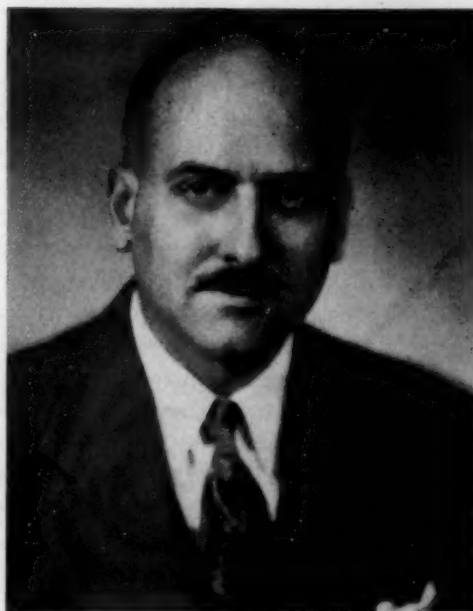
for Vocational Education; Fred J. Kelly, director, Division of Higher Education; Rall I. Grigsby, director, Division of Auxiliary Services and special assistant to the Commissioner, also acting director, temporarily, of the Division of School Administration.

An additional temporary division has been established recently to be in charge of Surplus Property Utilization. It is headed by Henry F. Alves as director. Other within-the-Office appointments that recently have been made include: Maris M. Proffitt, acting assistant director, Division of Secondary Education; Ralph C. M. Flynt, assistant director, Division of Central Services; Franklin Dunham, chief, Educational Uses of Radio; Carl A. Jessen, chief, Secondary School Organization and Supervision, Division of Secondary Education; Francis G. Cornell, chief, Research and Statistical Service, Division of Central Services; Ray L. Hamon, chief, School Housing Section, Division of School Administration.

International Educational Relations

Dr. Benjamin, director of the Division of International Educational Relations, was a major in the U. S. Army, and was with the Headquarters of the Far East Air Forces in Manila.

Kenneth O. Warner



Galen Jones

Previous to his war service, he was dean of the College of Education, University of Maryland.

Dr. Benjamin received his A. B. and A. M. degrees at the University of Oregon, and his Ph. D. degree at Stanford. He was superintendent of schools at Umatilla, Oreg.; principal of the University High School, Eugene, Oreg.; assistant professor of education at the University of Oregon; teaching fellow and associate professor of education at Stanford. Later he was professor of education and assistant dean, College of Education, and director of the center for continuation study, University of Minnesota; and director, College of Education, University of Colorado. He became dean of the College of Education at the University of Maryland in 1939, from which post he entered the Army.

As a professor of education, one of Dr. Benjamin's special interests has been the field of comparative education. He is conversant with eight foreign languages and has made special studies of national systems of education in Denmark, Germany, England, Mexico, Argentina, and Chile. In 1934, he was one of the United States Delegates to the Inter-American Conference on Education at Santiago, Chile.

Dr. Benjamin's military experience includes service on the Mexican Border, 1916; France and Germany, 1917-18; Western Aleutians, 1942-43; Philippines, 1945. He is a member of the National Education Association, American

Academy of Political and Social Science, John Dewey Society, Phi Beta Kappa, Phi Delta Kappa, and numerous other educational societies and associations.

Central Services

Dr. Warner, director of the Division of Central Services, comes to the Office of Education from the Foreign Economic Administration where he was Assistant Administrator. Dr. Warner received his A. B. and A. M. degrees at the University of Washington in 1926 and 1927, and his Ph. D. degree in 1931. Among positions he has held over the years are the following: Assistant in the Department of Political Science, University of Washington; research fellow, Brookings Institution; assistant and associate professor of political science, University of Arkansas; consultant, American Municipal Association; Arkansas State personnel director; director, Northwest Regional Council (Portland, Oreg.); head of the Department of Political Science, University of Tennessee; director of personnel for the Office of Price Administration; and assistant administrator of FEA, in which post he served until his present appointment.

Dr. Warner was a member of Governor Parnell's Committee on Reorganization of the Arkansas State Government in 1932, director of the Arkansas Municipal League in 1934, and in 1941-42, he served as consultant on Public Administration Training with the Tennessee Valley Authority.

Dr. Warner is a member of the International City Managers Association, American Political Science Association, American Society of Public Administrators, Government Research Association, and Southern Political Science Association. He was secretary of the Arkansas Peoples' Conference on Government, a fellow of the Carnegie Endowment for International Peace in 1934, lecturer at the University of Washington in 1939, and has been lecturer at Catholic University of America since 1944.

Secondary Education

Dr. Jones, director, division of Secondary Education, was principal of the East Orange High School, East Orange

N. J. He received his A. B. degree at McPherson College, Kansas, in 1918 and his A. M. and Ph. D. degrees at Teachers College, Columbia University in 1921 and 1935, respectively. He began his teaching career in the high school of Marion, Kans., as a teacher of English. He also taught mathematics and United States history in the Nampa, Idaho, schools.

Dr. Jones has been identified with the administrative field of education since 1921, serving as principal of the high school at Le Mars, Iowa; principal of the junior high school at Sapulpa, Okla.; director of related arts, curriculum director, and supervisor for occupational information and coordinator of supervisors of art, music, commercial subjects, and guidance in the public schools of San Antonio, Tex.; principal of the junior-senior high school at Sapulpa, Okla.; principal of the senior-junior high school at Port Arthur, Tex.; principal of the senior high school at Reading, Pa.; assistant superintendent in charge of secondary schools at Tulsa, Okla.; and principal of the high school at Plainfield, N. J. He has been principal of the high school at East Orange since September 1942.

During summers, Dr. Jones has taught courses relating to the junior high school, secondary school curriculum, secondary school administration, secondary school supervision, administration of extracurricular activities in the graduate divisions of the University of Missouri, Ohio State University, Pennsylvania State College, Alfred University, University of Pennsylvania, Harvard University, Lehigh University, and the University of New Hampshire; and has also taught similar courses at Teachers College, Columbia University.

Among organizational activities, Dr. Jones is second vice president of the National Association of Secondary-School Principals; has served as treasurer of the Headmasters Association; is a member of the Committee on Measurement and Guidance, the Committee on Religion and Education, and the Committee on International and Cultural Relations of the American Council on Education; and is a member of the Board of Trustees of the Educational Records Bureau.

Chief Librarian

Dr. Logsdon, chief librarian for the U. S. Office of Education, has been identified with library administration for many years, having been librarian and assistant professor of Library Science at Adams State Teachers College, Alamosa, Colo.; librarian and associate professor of Library Science, Madison College, Harrisonburg, Va.; and professor and head of the Library Science Department at the University of Kentucky. Until recently he has been in the U. S. Navy, where his duties included the organization and administration of a technical library for the use of the staff of the Navy training program.

Dr. Logsdon received his A. B. degree at Western Reserve University in 1933; his B. S. in Library Science at Western Reserve University Library School in 1934; and his Ph. D. degree with a major in Library Science at the University of Chicago in 1942.

Functions Pointed Out

Commissioner Studebaker, in his report recommending an improved organization of the Office, has pointed out the following functions which the U. S. Office of Education should be prepared to carry on:

"1. The collection of information with respect to education in the States and in other countries so as to make possible intelligent comparisons and conclusions regarding the efficiency of educational programs.

"2. The formulation and recommendation of minimum educational standards which ought to be made to prevail in the schools and colleges of all the States and the preparation of suggested proposals and plans for improving various educational practices, arrived at by cooperative planning among private and public educational organizations and lay groups, such recommendations and proposals to be influential only if their merit and appropriateness warrant voluntary acceptance by the States and institutions.

"3. The provision of services of a national character that cannot well be undertaken by single States acting alone, e. g., the collection, interpretation, and dissemination of national statistics, the conduct of national and other important surveys, the convening of conferences of national significance.

"4. Pointing out desirable educational ends and procedures, evaluating educational trends and giving educational advice and discriminating praise.

"5. The offering of consultative services to States, school systems, and higher educational institutions on problems of reorganization, finance, administration, and curriculum.

"6. The coordination of Government activities relating to education through schools and colleges."

"In all such functions," the Commissioner asserts, "it will be apparent that encouragement and stimulation rather than control are envisaged as the objectives of the Office of Education with respect to education in the States."

Death of Mr. Averill

Felix Eugene Averill, a Vocational Division staff member of the U. S. Office of Education, passed away on November 10, 1945, at his home in Kensington, Md. Mr. Averill held the position of senior specialist in supervisor and teacher training, Trade and Industrial Education Service.

Before joining the Office staff in 1939, Mr. Averill had served for 6 years as supervisor of industrial shops and teacher trainer at the State Prison, Wallkill, N. Y. Previously, for about the same length of time he was supervisor of apprentice training for the Bethlehem Steel Co., at Lackawanna, N. Y.

Indian Education

"What is the objective of our Indian education, and how shall we measure its achievements?" This question is asked in one of the early chapters of a recent publication titled *Education for Action* by Willard W. Beatty, Director of Education, U. S. Indian Service, prepared in cooperation with associates in the division.

The question is partially answered thus: "Today, the major objective of our education program should be the production of self-supporting, self-respecting citizenship. We in the Indian schools are faced with the need to educate a group of children to a new way of life."

Copies of the book may be obtained from Haskell Institute, Lawrence, Kans.

Postwar Planning for Young Children

Your Question May Be Answered Here

MANY questions come to the U. S. Office of Education from States and communities seeking information on problems related to postwar planning for young children. The following selected questions are rather generally asked and for that reason information compiled by the Office in reply to a recently received inquiry is herewith published as a means of supplying helpful material to other school communities.

(1) What is the public education system's responsibility with regard to education for preschool age children from 2 on up?

In the current writings and discussions on educational planning in the postwar years, there is considerable agreement among educators that schools should extend their programs downward to include children 3, 4, and 5 years of age. Many believe that during the most formative period of life, children should have the benefits which nursery schools and kindergartens provide if their parents desire these privileges for them.

As educators take into account the headway which a child has made in his learning by the time he is 6 or 7 years of age, they realize more fully the importance of the early years in shaping the child's personality. His speech, health, social adjustments, habits, and attitudes are so far advanced that the efforts of the schools are in large measure conditioned by these earlier experiences.

Nursery schools have demonstrated the far-reaching effects of an educational program for young children. Developed in close alliance with the home and in partnership with the parents, they contribute helpful guidance to the child's growth and fuller development during the early years. Though there are those who voice arguments as to the advisability of offering an educational program for children under 6 at public expense, there is considerable evidence

that parents in their attempts to find solutions to the problems of child rearing are more and more turning to the schools for help.

During the war years many parents have, for the first time, become acquainted with nursery school programs and are now urging that they become an integral part of the public-school system. Educators see them as the school's responsibility for young children but view with some alarm the tendency which has prevailed during times of social stress and war to provide nursery schools for children of special groups, since public education has been established for all. They believe, nevertheless, that these opportunities which are beneficial for young children in periods of upheaval are equally beneficial in time of peace.

Action of groups which have made recommendations for an extension of education for children under 6 in the postwar years include the following:

A. The National Council of Chief State School Officers at its annual meeting in Baltimore, Md., December 1-4, 1944, passed the following resolutions:

"Funds for Extended School Services: Be it further *Resolved*, That Federal funds continue to be made available for extended school services for children of working mothers for the balance of the emergency period, except insofar as such services for these limited groups can be included in the school program for all children before the close of the emergency.

"Federal Funds in the Postwar Period: It is recognized that States may have difficulty in securing adequate funds from State and local sources for the financing of a comprehensive educational plan for *all groups* for whom educational opportunities *should and must be provided*. The Federal Government should, therefore, stimulate States to prepare and to develop comprehensive State plans for educational programs, and it should participate, when

necessary, in the financing of such programs."

B. In a report prepared by the Research Division of the National Education Association entitled *Proposals for Public Education in Postwar America*, extension of education to young children is mentioned as one of the goals. The findings in this report are based on recommendations "found in hundreds of professional books, bulletins, and magazine articles on the local, State, and National aspects of education. It is intended to reflect the soundest and most practical of current ideas concerning probable future needs in public education."

"The following general pattern of educational opportunities and provisions is offered as a series of tentative goals for postwar public schooling in the United States of America. This pattern is concerned primarily with public elementary and secondary education including a desirable but optional extension downward to embrace the kindergarten and nursery school years and a similar extension upward to embrace the junior college years (p. 43, pt. II).

"With certain exceptions as noted below each State should provide appropriate school opportunities and services at public expense for all residents of the State who want or need such opportunities and services and who desire (or whose parents or guardians desire for them) to attend publicly controlled and publicly supported schools.

"Ages 3 through 5—School attendance at these ages should not be required. For children whose parents or guardians wish them to attend, however, the schools should provide suitable care and training during such hours as the needs of the children demand, except in attendance areas where the numbers of these children are too small or the distances they would have to travel are too great to make such school provisions practicable" (p. 44, pt. II).

C. Representatives of nine national organizations interested in programs of education, health, and welfare for children met in Washington, D. C., September 19-21, 1945, to determine policies for which they might stand; and to outline suggestions for reorganization in Federal agencies serving children, for needed legislation, and for action by

national organizations. The conference was prompted by the announcement of the probable termination of child-care services under the Lanham Act and the immediate need for long-term cooperative planning for children and youth.

At the conclusion of the sessions a representative group presented in person to President Truman a summary of the findings of the conference. Organizations endorsing the findings and pledging active support included the American Association for Health, Physical Education and Recreation; the American Association of University Women; American Home Economics Association; Association for Childhood Education; General Federation of Womens Clubs; National Association for Nursery Education; National Congress of Parents and Teachers; and the National Education Association.

These organizations pledged their support for the following policies:

"To meet their basic needs, children must have food of the quantity and quality that makes physical growth possible, clothing and shelter adequate for comfort and self-respect, recreation and care that guarantees the maximum physical and mental health.

"Constructive planning for children is one of the most important tasks which can be undertaken.

"The financial cooperation of the Federal Government with the States and communities—a principle well established in Federal law—is necessary in order to obtain the services that will satisfy these needs.

"All the children of all the people at all levels of development from conception to maturity should be included in community, State, and national programs of action—regardless of race, color, creed, nationality, or place of residence.

"Programs for children should be coordinated.

"American family life will be strengthened and enriched by services that assist the home in providing for the needs of children."

Among legislative proposals made are the following:

"We restate our interest in and approval of Federal aid to free tax-supported public schools based upon the principles of equalization, a maximum

of local control and provision for nursery schools and kindergartens.

"We see the need for and recommend the prompt enactment of additional legislation to provide adequate health, welfare, and educational services to all children."

D. The Committee for Volume II of the 1945 *Yearbook* of the National Society for the Study of Education says: "*Educational services should be extended downward to provide for the three- to five-year-old children. . . .* Boards of education should by law be required to provide school opportunities for all five-year-old children who apply for admission, and they should be permitted to provide at public expense for all three- and four-year-old children whose parents wish them to attend and who will themselves participate in a parent-education program" (p. 297. *American Education in the Postwar Period: Part II, Structural Reorganization*).

(2) Are there communities which are now carrying on this program as part of the public education system?

For some years, a number of communities have been carrying on nursery schools on a limited scale as a part of their public-school system. Examples are: Highland Park, Mich.; Baltimore, Md.; Rochester and Syracuse, N. Y.; Tulsa, Okla.; Philadelphia, Pa.; Little Rock, Ark.; Norwich, Conn.; Beaumont, Tex.; Worcester, Mass.; Brooklyn, N. Y.; Portland, Oreg.; Seattle, Wash.

These nursery school programs differ in their purpose in the above school systems mentioned. In some places, they were established as centers to demonstrate a good educational program for young children, or to provide opportunities for parents to observe the behavior of children and to receive help in better understanding their children. In others, the nursery school is a part of the family life education program at the secondary level.

In August 1945, when announcement was made that Federal funds would be withdrawn, parent and citizen groups all over the country mobilized to urge continuation of the child-care program for children of working mothers. Reports were received that Extended School Service programs in some com-

munities would be continued by public schools, for example, in Detroit, Mich.; Orange, Tex.; in 30 communities in New York State, and in 10 communities in Pennsylvania.

In other places, such as Kansas City, Mo.; Greensboro, N. C.; Wilmington, N. C.; Richmond, Va.; Alexandria, Va.; Cleveland, Ohio; Cincinnati, Ohio; Washington, D. C.; Pascagoula, Miss.; Chicago, Ill.; Baltimore County, Md.; Montgomery County, Md. groups organized to make surveys and to formulate plans to salvage their child-care program.

(3) Should a permanent program of day care for children of working mothers be part of the public education system of a community?

If by "day care" is meant a physical-care program for children which operates 10 to 12 hours a day, without educationally trained personnel, then the answer is that such a program is not a school responsibility. Child-care programs which have been conducted by schools as centers to feed and care for children, without trained staff and *without an educational purpose back of the service*, do not rightfully belong under public-school administration.

It may be pointed out, however, that schools prior to the war provided services to meet the needs of children of working mothers, not as a special group, but as children who for various reasons needed such services as warm lunches, supervised play at noon and after school, club and recreation programs. Schools have found that they cannot carry on an educational program without considering a child's whole day—both his school and home life. In other words, schools aim to serve children, whether or not their mothers work outside the home.

During the war years, schools have been called upon to extend their programs downward to include children as young as two, and to provide a longer day, week, and year for children of school age. These programs, financed at public expense, have been for a limited number of children—the children of working mothers in war areas. This limitation has tended to confuse our thinking about children. The princi-

ples of public education—schools to meet the needs of children, and opportunities for all—has not been the chief concern in providing wartime child-care services. It is now necessary for communities to face the issues. Shall we plan for *all* children or for special groups in our nation? Shall all parents who desire nursery schools and kindergarten experiences for their children have these privileges?

A number of communities are planning to convert their wartime nursery schools to a permanent program, organized on a daily schedule which will permit children of working mothers to attend. The schedule will be reduced gradually from a 12-hour day to a 6- or 7-hour session, as mothers make their arrangements to adjust to a peacetime program.

(4) If not part of the public education system, whose responsibility is it to furnish adequate day care for children of working mothers?

Local communities have found that mothers who are employed require varying types of service to meet their needs and those of their children. During the war emergency both schools and social welfare agencies expanded their programs to provide services for children whose mothers were employed. The wartime programs under the schools for children of working mothers, including nursery schools and centers for school-age children, are now being adjusted to meet peacetime conditions. Many boards of education plan to continue nursery schools and recreational programs for children of school age as a part of the regular school program. These services will be available to mothers who work outside the home as well as to other parents who desire their children to have such opportunities.

The welfare agencies provide for the care of children whose mothers, due to employment or other reasons, cannot care for them during the day. Such services as day nursery care, foster family day care, and homemaker services are available for mothers whose hours cannot be adjusted to the school hours or who for other reasons prefer this arrangement.

(5) How would the proposed Federal aid bill to education affect nursery school education in local communities as well as day care for children of working mothers?

S. 181, Federal Aid Bill to Education, makes specific reference to provisions for kindergarten and nursery schools. See *Apportionment*, Sec. 3: "The funds appropriated under section 2 of this act shall be apportioned to the respective States by the United States Commissioner of Education (hereinafter called the 'Commissioner'), in the following manner:

"(A) The amount apportioned to each State from the funds appropriated under the authorization of section 2 (A) shall be an amount which bears the same ratio to the total amount made available as the average daily attendance (for the latest year for which data are available, in the Office of the Commissioner) of pupils attending all types of public elementary schools (including kindergartens and nursery schools) and public secondary schools (including through the fourteenth grade) in that State bears to the total of such average daily attendance for all the States."

Day care, for children of working mothers, is considered a welfare service and has been included in the provisions of S. 1318, which provides expanded health and social welfare services for children (see title III of the bill.)

(6) From information from communities throughout the country, does the need still exist for subsidized care for children of working mothers where mothers cannot afford to meet the total fee?

Though the number of women who were employed during the war has now decreased, there is still a sizable group in our labor force, many of whom have children. Numerous surveys reveal that women workers expect to remain in the labor force and will need child care services. In Los Angeles, 60 percent of the women working planned to go on after the war. More than 80 percent of the women in a New York survey said they would continue to work. Almost 80 percent of the 402,000 working women in the Detroit area wanted to continue to work, and 55 percent indicated they would need employment after the war.

In Cleveland, 60 percent of the 700 mothers using child-care centers planned to work indefinitely.

According to the U. S. Women's Bureau, the majority of mothers who work do so because they must assume partial or entire responsibility for the support of their families.

Through the war period, approximately 60 percent of the operating costs of child-care centers was paid by the Federal Government and a ceiling of 50 cents per day on fees was maintained. With the threatened closing of the centers, some mothers offered to pay considerably more to continue the service. Whether or not they are able to do this is difficult to answer, since such factors as wages and living expenses of working mothers must be considered.

(7) If so, should Lanham funds for school day-care programs be continued after March 1, 1946, the announced deadline?

Since the Lanham Act was a war measure and is in effect only "until the President states that the emergency declared by him has ceased to exist," this legislation should not be considered a source of future funds for child care. Local communities and States should therefore determine to what extent they can meet this problem and, if Federal assistance is necessary, should indicate their desire for Federal cooperation to share the State and local responsibility in providing adequate services for children. For some time legislation has been before Congress which would provide for expansion of services for children through educational and welfare agencies.

(8) Are there any communities which are planning day-care programs under the auspices of the public education system on a permanent basis after March 1?

No. Day-care programs are considered a welfare rather than an educational function. There are several communities which have reported that they are taking steps to obtain nursery schools for young children and programs for school-age children in their out-of-school hours as a part of their permanent educational program. (See (2) above). These do, of course, reduce the need for day-care services.

(9) If there are educationally sponsored programs, on what basis are they being planned—on a self-supporting basis or partly from fees and partly from local tax funds?

Various plans are being formulated to continue child-care programs. These features are noted in the plans under way. Two additional States have established the principle of State aid for nursery schools and school-age groups by making State funds available. A formula has been worked out in one State which employs a 2-1 ratio for financing these programs for children—community contributions and parent fees equal one-third each, and the State pays the other third. In other communities, local public funds are used in combination with fees and donations.

What High-School Students Want in Life

To live a simple but secure and happy life without making a lot of money or becoming famous is the ultimate aim of 44 percent of the high-school students voting in a recent Nation-wide survey conducted by the Institute of Student Opinion. On the ballot asking their ultimate aim in life, only 4 percent of the 93,174 student voters checked the statement "to make a lot of money."

Seven percent of the students indicated uncertainty about their goals, according to the report. The remaining students who voted checked as follows: To reach the top in some field of work and become famous, 20 percent; to be a prominent and respected member of the community, 15 percent; to serve society and help improve the health or welfare of their fellowmen, 10 percent.

All-Hemisphere Copyright Conference

An inter-American conference of copyright experts, charged with drafting a permanent agreement to give all intellectual works uniform protection throughout this hemisphere, will meet in Washington beginning June 1, 1946, the Governing Board of the Pan American Union states.

Legal protection of authors and composers in America is provided at present by several multilateral and numerous bilateral agreements, as well as certain reciprocal arrangements. The basic instrument is the Buenos Aires Convention of 1910, but since only 14 countries ratified this agreement, it does not afford over-all protection.

There are no inter-American treaties covering work produced in the newer fields of radio and television, the announcement states. It will be the purpose of the conference to provide protection for such scripts, as well as to harmonize the principles embodied in existing agreements which relate to published works.

Curriculum Commission Meets

Preceding the thirty-fifth annual meeting of the National Council of Teachers of English held this fall in Minneapolis, a meeting was held of the recently appointed Commission on the English Curriculum. Consideration was given to the Commission's activities over a period of several years' time.

Approximately 20 of the 25 persons who accepted membership on the Commission attended, in addition to the director and two associate directors. All sections of the country were represented. Elementary and secondary schools, and colleges had spokesmen. A number of representatives from all these levels were especially interested in teacher education since they are located in teachers colleges. Helen K. Mackintosh, specialist in elementary education, U. S. Office of Education, a member of the Commission, was present at the Minneapolis meeting.

The present plan of work conceives of the English curriculum as a continuous program beginning with the child's earliest school years and extending into adult life. Under the general supervision of Dora V. Smith, University of Minnesota, director of the Commission, and associate directors Porter G. Perrin of Colgate University and Angela M. Broening of the Baltimore public schools, the activities of the Commission will be organized in such a way as to bring in many persons from all parts of the country to work on subcommittees.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Child Study

Helping Teachers Understand Children. By the staff of the Division on Child Development and Teacher Personnel, prepared for the Commission on Teacher Education, Washington, D. C., American Council on Education, 1945. 468 p. \$3.50.

Describes a study made by a group of classroom teachers and teaching principals in one of the systems of public schools actively associated with the Commission on Teacher Education. The project aimed to improve the teachers' understanding of children and used a procedure simple and practical enough to appeal to similar groups of teachers in other schools. The report, which follows these teachers step by step, is a guide to child study, as well as a contribution to the literature of group work.

Geography

Bibliography of the Best References for the Study of Geography. By J. Granville Jensen and Marion I. Wright. Providence, R. I., Rhode Island College of Education, 1945. 31 p. mimeo. 50 cents.

Presents a classified and annotated list as a guide to the sources of information for students and teachers of geography, with references under each specialized field of geography, regional and national approaches, and a section under the teaching of geography.

Safety Education Study

Driver Training Reduces Traffic Accidents One-Half. Washington, D. C., Traffic Engineering and Safety Department, American Automobile Association, 1945. 18 p. illus. Single copy free to educators and teachers.

Reports a study which aims to measure accurately certain results achieved through classroom instruction and behind-the-wheel training given in high schools. Analyzes the records of 3,252 students from Cleveland high schools and 500 from State College, Pa. The findings indicate that definite training tends to lessen serious driving difficulties.

Housing Evaluation

A Check List to Help You Decide How to Improve Your House or Room and Its Furnishings in 1945-46. Wash-

ington, D. C., American Home Economics Association, 620 Mills Building, 1945. 2 p. process print. 75 cents a hundred copies.

The checklist is an evaluation device. It is intended for use by individuals or by study groups in evaluating present housing facilities in terms of adequacies to meet individual or family needs and desires.

Congress

Congress at Work. rev. ed. New York, Scholastic Magazines, 1945. 32 p. illus. 15 cents, single copy. (Address: Scholastic Magazines, 220 East 42d Street, New York 17, N. Y.)

Describes the Congress of the United States, explains how laws are made, "from bill to law, a play-by-play account in pictures," includes a primer of political and congressional terms, and other pertinent information.

School and Community

Community Living and the Elementary School. Twenty-fourth Yearbook. Washington, D. C., Department of Elementary School Principals, National Education Association, 1945. 351 p. (Bulletin of the Department of Elementary School Principals, The National Elementary Principal, Vol. 25, No. 1.) \$2.

Gives descriptive reports on successful elementary-school programs dealing with various phases of school and community life; considers both rural and urban trends. Contents: Part 1, Relating elementary education to community life; Part 2, Enriching the curriculum from community resources; Part 3, Building community understanding of the school; Part 4, Meeting new community needs; Part 5, Adventuring in school-community coordination.

For Discussion Groups

Here's How It's Done. A Popular Education Guide, by Florence B. Widutis, assisted by Sally Smith Kahn. New York, The Postwar Information Exchange, Inc. Assisted by the Carnegie Endowment for International Peace, 1945. 74 p. illus. \$1. (Address: The Postwar Information Exchange, Inc., 41 Maiden Lane, New York 7, N. Y.)

Describes methods which have been used successfully to stimulate the interest of Amer-

icans in national and international problems. Includes a directory of 280 national organizations which provide popular program and study materials of general interest for discussion groups.

Southern States Program

Building a Better Southern Region Through Education. A Study in State and Regional Cooperation, Edited by Edgar L. Morphet with the assistance of the Coordinators, Chairmen, and Executive Committee. Tallahassee, Fla., Southern States Work-Conference on School Administrative Problems, 1945. 418 p. \$1.50.

Studies the problems and opportunities of the southern region and shows that education has a definite responsibility to help to prepare the people of the region to utilize their resources more effectively and to raise their level of living. Suggests principles and ideas which should be considered in planning readjustments in the educational program of the States in this region.

International Cultural Relations

United States Activities in International Cultural Relations. By I. L. Kandel. Washington, D. C., American Council on Education, 1945. 102 p. (American Council on Education Studies, Series 1, No. 23) 75 cents.

Gives an account of the various types of international cultural relations in which official and private agencies of the United States have engaged in the period between the two world wars. Offered as basic information for future planning.

Vocational Training

America's Vocational Schools. Washington, D. C., The American Vocational Association, Inc., 1945. 54 p. illus. 20 cents, single copy.

Prepared to present to returning veterans, war workers, and others, the training facilities and programs already available to them through the public vocational schools and classes. Contains a list of State directors of vocational education, who will furnish more detailed information about State programs.

Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Industrial Arts Education

Construction of Achievement Tests for Related Technical Subjects in Vocational High Schools, by David G. Salten. Doctor's, 1944. New York University. 280 p. ms.

Describes the various activities of a beauty parlor. Discusses the construction and validation of a test in cosmetology.

Manual for Instructors of Related Physical Science for Trade and Industrial Education, by Gerald B. Willett. Master's, 1944. Massachusetts State Teachers College, Fitchburg. 65 p. ms.

Presents units in various phases of physical science to be used as aids by teachers in selecting and presenting practical examples of these principles in actual situations on the job.

A Manual for Use in Supervision of Vocational-Industrial Education, by Seelig L. Lester. Doctor's, 1944. New York University. 292 p. ms.

Presents a manual to be used as a guide by practicing supervisors in the vocational-industrial high schools, and as a guide for candidates preparing for supervisory positions in such high schools. Uses a job analysis technique, and includes pertinent drawings.

Significant Developments in Industrial Education in Detroit Schools, from 1931 to 1943, by Earl J. Crosswright. Master's, 1945. Wayne University. 45 p. ms.

Gives excerpts from courses of study, handbooks, and other materials that appeared in the vocational education yearbook during this period.

A Study of Success Factors in the Teaching of Industrial Arts, by Harold B. Lebus. Master's, 1945. Wayne University. 42 p. ms.

Discusses the philosophy of education, personality of the teacher, work plans, administration, techniques of instruction, learning factors, teaching aids, measuring results, and teacher relationships as applied to industrial arts.

Teachers' Activities and Their Place in an Industrial Arts Student Teaching Program, by Harry L. Johnson. Master's, 1944. Wayne University. 39 p. ms.

Lists the industrial arts activities that must be emphasized in the student teaching program.

The Use of Visual Aids in the Industrial Indoctrination, Morale, and Supervisory Training Programs, by Marion J. Mulligan. Master's, 1944. New York University. 29 p. ms.

Analyzes 100 replies to letters sent to 149 firms of various sizes. Finds that 49 firms approved their use, while the others were not using visual aids or did not find the medium worthwhile.

A Workbook for First and Second Year Pupils in an Industrial Arts High-School Course in Printing, by Jack Nathan. Master's, 1944. University of Cincinnati. 182 p. ms.

Presents a workbook and an objective marking system in printing for high-school freshmen and sophomores.

New Values in Education

The following excerpts are from an address given by Mrs. Eugene Meyer before the Seventy-eighth Annual Conference of the Maryland State Teachers' Association, held in Baltimore.

If the scientists could join forces to put an end to this devastating war, they can also join forces to establish a peaceful world in which children can grow up without fear because each and every one of them will have an opportunity for maximum self-development and for maximum service to the public welfare.

The Sacredness of Life

It will take nothing less than a total combination of scientific knowledge to bring this equality of opportunity for children, a result basic to the most elementary principles not only of democracy, but of justice, self-preservation, and ordinary common sense. No longer can we think of educational values for our children in purely mental terms. The vast resources of science that contribute to the over-all knowledge of human behavior and growth must now be pooled. The research of the geneticist, neurologist, the physical and social anthropologist, the biochemist, the pediatrician, in short, the whole world of recent discovery concerning the mysterious relationship of physiology to human capacity and temperament, must be brought to bear so powerfully upon the protection of child development that a new feeling for the sacredness of life can come into being. This is the only real antidote to the irreverence of undiscriminating violence and to the authoritarian form of government.

Until our American people can be made to feel once more a deep and sin-

cere respect for the dignity of life as it is embodied in every American child, we cannot hope to bring about the revolutionary changes that must take place in our attitude toward education in the postwar world. . . .

We now have to recover from years of indifference to the general welfare. Let us review only a few of the practical steps that could be taken at once. We must strengthen the cultural possibilities of rural life in order to stop the trend toward urbanization, and ensure the future of agricultural production. There are whole regions comprising at least a third of our country where education and health facilities must be pulled up to a minimum standard. The war migrations and the 5 millions of rejected recruits have taught the dullest mind that we cannot neglect the children in one part of our country without penalties to the entire Nation. For that matter, even our proudest cities, such as New York and Chicago, have a high percentage of undernourished children.

Face Total Community Needs

In an industrialized society, moreover, where mothers are obliged to work, we must expand the nursery schools and reach out to the 3- to 5-year period which is now an educational no-man's land. Considered in the light of modern scientific knowledge, our whole educational system is in need of revitalization. We must stop looking at the few high spots in our school system, and face the total community needs of education in the full modern sense of the word—the development of the whole man. We must achieve an education which teaches the individual not only how to read but how to live. And in order to learn how to live, every individual must not only have access to a good school and good health facilities; that school and its program must be related to family and community life, a community life in which every human being plays a necessary and meaningful part.

Such schools need teachers with social vision, and that in turn implies more and better training schools for the teachers of the future. It also implies decent salaries for teachers, commensurate with the responsibilities they carry, and with their proper social status in the body politic.

Wisconsin FM Radio Network

First to embark upon a comprehensive State FM educational network plan, the State of Wisconsin recently filed license applications with the Federal Communications Commission for the first two units of a proposed system of seven FM stations, according to Harold B. McCarty, director of station WHA at the University of Wisconsin.

The applications call for a 10-kilowatt transmitter to serve the Milwaukee and eastern lake shore area and a 3-kilowatt station to be located on the university campus in Madison. Additional units are planned for location at various points to provide day and night coverage throughout the State.

Back of the license requests is the State radio council, a board of 11 members representing the university, the State department of public instruction, the teachers colleges, the State board of vocational and adult education, and the State department of agriculture, together with the Governor. The council was established by the 1945 Wisconsin Legislature and authorized to coordinate the educational interests of the State in developing an educational FM system. Funds were appropriated for the first two units.

Station WHA at the university is expected to provide a large share of the program service for the FM network, with additional features to be contributed by other agencies and institutions throughout the State.

Canning Center Report

Figures made available to the U. S. Office of Education from the School-Community Canning Center of the Dadeville, Mo., Consolidated School District show that within this district, which is 8 by 10 miles in area, 188 of the 205 families living there used the center.

Another interesting feature was the proportion of men and women who participated. A check of enrollment figures shows that the attendance was almost equally divided—640 women and 527 men used the center between the months of July and February, inclusive.

The report was made by George M. DeWoody, superintendent of schools, and J. D. Harris, vocational agriculture instructor.

Military Training

Some Pros and Cons

by Benjamin W. Frazier, Senior Specialist in Teacher Training

THE following summary contains condensed affirmative and negative arguments found most commonly in a wide sampling of literature on a subject of vital interest to schools and colleges. The question may be stated: Resolved that selective service should be continued by the United States for at least 2 years, and universal military training for at least 5 years thereafter.

Speakers and writers on the subject in general seem to assume that such a program would apply, with reasonable exemptions, to all physically qualified 18-year-old men; that induction would be permitted during the ages 17-22, inclusive, to accommodate students and others; and that training or service would be compulsory for 1 year, but would be continued thereafter on a voluntary basis only; and that the program would be under the immediate control of the armed forces. In presenting these pros and cons, the author seeks to assist schools in their search for material on both sides of this controversial issue.

I. How Much Military Strength Do We Need?

Affirmative

America must provide much larger active and reserve military forces after the war than before to hold and redirect occupied countries, support occupation troops, replace war veterans, preserve the hard-won gains of victory, uphold American influence among nations, safeguard the peace by implementing the United Nations Charter with military force, insure the country against the recurrence of past disastrous losses and hazards due to unpreparedness, and provide reserve forces adequate to meet any emergencies.

1. Minimum authoritative estimates of Army and Navy needs range between 1½ and 3 million men, in contrast to the provision of less than 325,000 men just before the war. Military estimates were used in a successful war and are the best available. Their disregard before the war led to huge losses.

2. To withdraw from occupied countries and from new, immensely important strategic outposts would defeat many of the war's purposes.

3. The men who sacrificed most to win the war should be relieved immediately. Volunteers alone cannot do it.

4. America will need compulsory military training to raise our share of the strong international police force provided for in the United Nations Charter to subjugate outlaw nations; and to give our country the prestige and power it

Negative

America does not need much stronger military forces after the war than before. Occupation forces can and will be greatly reduced in size. The gains of victory are assured, American prestige and influence the world over are firmly established, and the United Nations' peace plans should be given priority over conscription. Present and future volunteer forces will be ample to implement the Charter. No nation and no emergency threatens us, nor will for many years.

1. Military estimates are entirely too high. They have been lowered repeatedly and are unreliable. America is in less danger from aggression now than during the 1930's. Military estimates are inspired by groundless fears and desires to perpetuate present military organizations.

2. Germany and Japan are helpless and with our Allies' assistance can be controlled with volunteer armies. Our outposts are safe.

3. Volunteers, plus plenty of idle soldiers in this country, could relieve the overseas veterans.

4. Our present armed forces, plus volunteers, will provide America's share of the moderate-sized international police force needed. The Nation's prestige and power are unequalled and it can secure the approval and cooper-

1. How Much Military Strength Do We Need?—Continued

Affirmative

needs in its increasingly extended international relationships.

a. America's international relationships, to be effective, must have strength to back them up. European nations respect military strength, employ force as an instrument of national policy, and keep up their defenses even while working for peace. To convince them that we mean to do our part in maintaining peace, we must stay prepared. Otherwise America's peaceful intentions will be misunderstood and both her bargaining power and security will be endangered. We cannot gain the confidence of our Allies by a display of weakness.

5. It would be unsafe and stupid for the United States to weaken herself while other nations continue to strengthen their arms to their maximum ability, as the more powerful among them are doing at present. All countries should disarm simultaneously.

6. Encouraged by our unpreparedness, foreign foes twice within a generation, and in two world wars, have attacked our country and inflicted enormous and dangerous losses upon us before we could prepare. We must not again gamble on good luck and fortunate alliances to preserve our national existence.

Improved airplanes, bombs, electronic devices, and blitz warfare tactics demand unprecedented numbers of well-trained men to provide strong and immediately available protection against sudden and devastating attacks upon our cities and defense centers.

7. During the coming decades of experimentation with peace charters, America must insure against hazards as do other nations.

a. Maintenance of peace is not within the power of America alone. Twice within a generation America has been forced by other nations into wars she did not plan.

b. History shows clearly that so long as "have not," predatory nations exist, allies may quickly become enemies, and enemies become allies; that new and dangerous alliances may be formed overnight; and that enemies are rarely crushed beyond recovery. No one will protect America's great wealth but herself.

Negative

ation of its Allies more readily by reducing its armed forces than by increasing them.

a. European nations are influenced by unique geographical conditions and unfortunate heritages of warfare and hate to maintain armies that are entirely unnecessary in this country. The United States should exert its influence toward peace by setting a good example, and should not show suspicion of peace plans. All nations know our strength and we do not need postwar conscription to convince them of it. We cannot gain world confidence if we carry a club behind our back while working on peace plans.

5. Peacetime conscription is a death blow to the spirit of the Charter at a time when the United Nations have unanimously established this great plan of security for mankind. Conscription would hasten a new armament race.

6. We won both wars despite temporary set-backs. With our enemies defeated and disarmed and our Allies united for peace, great military strength is useless, and a threat to world peace. We can now rely increasingly upon international agreements for security, and for world peace.

Scientific laboratories and industrial production can meet every new war invention. Hostile preparation for modern wars is plainly evident long in advance. The determination of peace-loving nations can stop atomic bombs more effectively than can armies.

7. Huge armies have brought war to the world far more often than they have insured the world against war.

a. As one of the strongest nations of the world, America's influence will assure peace for many years to come. No existing nation could win a war with America.

b. It is inconceivable that any nation or alliance of nations now or soon will threaten America, for Germany, Italy, and Japan are or will be crushed beyond recovery for many years. Our Allies are friendly and, in any case, are war-weary and financially weak. Groundless fears should not dictate our policies with respect to military protection.

Affirmative

c. None of the hundreds of peace treaties recorded by history has long preserved the peace. It is pure conjecture that a new one will do better. Universal military service was essential for victory in both world wars.

d. Current peace plans make no provisions for dealing with aggression by any of the great allied powers, all of which remain strongly armed.

II. What Are the Best Methods

Selective Service for 2 years plus compulsory military training thereafter for young men constitutes the surest, most democratic, and most economical of the alternative programs for national defense.

1. America's volunteer forces, numbering less than 325,000 before each of the world wars, were found to be totally inadequate when war began and had to be superseded by universal military training at great cost, during more than a year of grave losses and hazards.

a. Our inadequate prewar volunteer forces were raised only with difficulty and considerable expense and could be increased sufficiently to meet postwar needs only at enormous cost. Recently provided inducements are clearly inadequate but cannot be greatly increased. Sufficient volunteers cannot be procured.

b. Other powerful nations have long since abandoned volunteer armies, which have not won a single major war for many years.

c. The volunteer system alone is unfair and undemocratic, for only a fraction of our manhood bears the burden of National defense—a burden which is the responsibility of every citizen in a free government.

d. A volunteer system alone would provide only a small standing army, not the large reserve force needed in addition.

e. Army and Navy experts agree that a volunteer army alone would fail entirely to meet needs. Compulsory military training of young men in addition is needed.

Negative

c. Many peace plans have delayed wars. Almost no previous plan has promised as much as the present one, in which all dominant nations participate. Conscription has never prevented and has often hastened wars.

d. The danger of aggression by any of the present great powers is too remote to justify America's undertaking a huge postwar military program.

Measuring Adequate Protection?

The later use of our present forces as reserves, plus a volunteer army, will provide all the military force needed, and will be by far the most economical, most democratic, and most acceptable plan.

1. America's volunteer forces have always been found adequate during times of peace, and no war of consequence is probable for a long time. Conscription can be reestablished at any time, in the remote event that it again becomes necessary.

a. With proper inducements for volunteers, the difficulty of raising the moderate-sized postwar volunteer forces needed would be far less than that of raising large conscript forces. Recent legislation provides several inducements which can be increased if necessary. Additional effort will raise sufficient volunteers.

b. Democratic America does not desire or need to follow the militaristic practices of foreign nations, which are constantly involved in war.

c. Volunteer armies have long been favored by democratic America. The fewer the men needed for war, the better. Many civilians also render services which are essential in national defense.

d. Volunteers from present forces, the National Guard, and an expanded ROTC, will constitute a sufficient reserve.

e. Congress, and not Army generals, should, and will, determine the amount and nature of armed protection needed by this country. The voluntary system alone will suffice.

Affirmative

2. The second alternative, a large professional army, would be unduly expensive, and unwelcome to America.

3. The abolition of the draft would introduce a do-nothing, wasteful, and dangerous policy with respect to national defense. War-weariness and overconfidence following victory should not be permitted to dictate our policies on such an important matter.

a. Suspension of the draft would result in the dispersal and permanent loss of most of the trained military instructors now available, and of billions of dollars worth of training facilities. The country could not again provide these except by hard and expensive efforts.

b. The program proposed by the opponents of compulsory training has failed both to preserve peace and to protect our country in the past, and there is no evidence that it will be more successful in the near future.

Negative

2. The negative agrees that a large professional army is unsuitable for, and unacceptable to America.

3. The abolition of the draft would constitute a forward-looking move for our country and the world. It could easily be reestablished if and when needed. Lingered wartime fears, excitement, and militarism should not determine our policies.

a. If peace plans succeed as expected, the immediate reconversion of military personnel and facilities to civilian life and uses is highly desirable. Present military facilities and practices are rapidly becoming obsolete and their use indefinitely will not advance military discoveries and progress.

b. Peace is possible and is so important to humanity that past failures to attain it should not be permitted to result in defeatism and lack of further effort. No former plan has had the widespread support of the present one.

III. What Do Our Leaders and Authorities Recommend? What Do the American People Desire?

A majority of the American people want Selective Service continued, many of our leaders advocate it, and military experts almost unanimously recommend it.

1. The latest national polls indicate that the great majority of the American public favors universal military training.

2. Army and Navy leaders, including the Secretaries of War and the Navy, and military experts, including Marshall, Eisenhower, Nimitz, King, and others, almost unanimously recommend universal military training. Many civilian leaders in the State Department, veterans' organizations, and elsewhere, recommend it. Religious, educational, labor, and pacifistic opposition is usually continuous except in war. No opposed leader speaks for all of his group; few are experts on national defense; and all belong to limited groups.

Leaders of most of the large church, educational, labor, and related organizations oppose conscription. That militaristic groups favor conscription is a poor argument for it.

1. National polls are not always trustworthy and are never exact. Wartime excitement explains many popular votes for conscription.

2. Many national civilian leaders oppose conscription. Army and Navy specialists see only their side of the picture and may be expected to overstate the needs of the military organizations they represent. It is the responsibility of civilian legislators, and not military officers to determine the nature and extent of America's military protection. The organizations opposed to conscription are among the most important and respected ones in America, and have contributed more to the advancement of civilization than almost any other groups.

IV. What Are the Arguments Against Compulsory Military Training? What are the Answers?

Affirmative

The opposed arguments are chiefly the traditional, idealistic arguments against military preparedness in general.

1. Uncertainties concerning future hazards constitute strong arguments for, not against the retention of adequate insurance. In sound planning for national security, as in all sound planning for the future, adequate provisions must be made upon the basis of experience and probable future needs, and liberal provisions must be made in addition to meet unexpected contingencies.

2. The lessons of experience should not cease with the war. A conviction of right and a love of country implemented to win wars is not dangerous to the United States.

3. Although the nations of the world are drawing closer together, increasing clashes in interests have bred more, not fewer, wars. Our need for military security has increased accordingly.

4. The expense of adequate national defense is negligible compared with world war losses in lives, money, and national security due to unpreparedness.

5. The governments of free countries universally exercise their right to ask their citizens to give life itself, if necessary, for national defense. Young men rarely refuse military service.

6. Military training, as now planned, will not hereafter delay schooling appreciably. It provides more educational and health advantages to young men, and more benefit to the country than typical first-year civilian jobs.

7. The Federal Government has long subsidized education to promote the national interest, and breaks no States' rights traditions in training for the national defense. Civilian schools cannot train an army or navy.

8. Civil authorities control the Army and Navy. Military training has never yet made America unduly militaristic. Neither has it developed dangerous military castes, nor regimented minds for long. Instead, it has helped by preserving our country, to preserve our spiritual and material welfare.

Negative

Strong positive arguments indicate that conscription is unjustified, unnecessary, and seriously objectionable.

1. It is impossible to predict with any accuracy the time, extent, and relative danger of future wars, the future international situation, the success of peace plans, or even that there will be any war for many decades. It is therefore clearly unjustified to continue a maximum development of the country's military strength. Overinsurance is foolish. Fear of the unknown is usually exaggerated.

2. The continuance of conscription will tend to develop a spirit of militaristic imperialism dangerous to our country. Continuance of the draft is unnecessary to retain war's lessons.

3. The nations of the world have grown closer together and can no longer operate in isolation, hence it is to be expected that they will live increasingly under international agreements and not in a state of armed truce or of war.

4. Compulsory military training is enormously expensive and will continue a huge and wholly unnecessary burden upon our already debt-ridden country.

5. Compulsory military training in peacetime infringes upon the rights and liberties of freeborn American citizens. The peacetime draft is un-American and our young men will resent and may resist it.

6. The draft wastes part of the life of most young men. It delays their college education and careers, deprives them of parental guidance, and teaches some of them habits and attitudes detrimental to free men.

7. The Federal Government will interfere with State and local education in training for the national defense. It might better subsidize education of public-school youth, and education for the improvement of international understanding.

8. Military authorities control the plan, which, therefore, promotes military-mindedness and builds up a military caste. Conscription regiments thinking and develops a love for war that is un-Christian, and contrary to the moral and spiritual welfare of our country and of the world.

Canning Surplus Food

Through the Agricultural and Home Economics Education Services of the U. S. Office of Education, the United Nations Relief and Rehabilitation Administration appealed last July for cooperation of local groups in providing canned food to assist in feeding hungry people in the war-devastated countries of Europe. More than 3,000 school-community canneries are under the supervision of the teachers of vocational agriculture and home economics. Many of these canning centers joined in the program to provide more food for war-torn countries by canning the surplus fruit and vegetables in their communities.

The following paragraph from the *California Newsletter*, No. 7 is indicative of community canning results: "Very encouraging reports of relief canning have started to arrive in this office. One center canned a thousand cans of tomatoes in one day by the following means.

"The agricultural teacher (cannery supervisor) asked his canning instructor and operator to donate a day's work. A local grower supplied the tomatoes free of charge. Women who had used the cannery extensively were asked to donate a day's work. Twenty ladies freely gave the assistance requested. Cans were purchased by a local war committee fund, the school board supplied utilities, and the local paper gave excellent publicity.

"The result—approximately 1,000 cans of tomatoes for European relief this winter. There are no centers that could not do as much with a little effort."

Federal Register

The *Federal Register*, published daily by the National Archives, gives the full text of Presidential proclamations and Executive orders and any order, regulation, notice, or similar document promulgated by Federal administrative agencies which has general applicability and legal effect.

The publication may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Subscription price is \$1.50 a month or \$15 a year.

Library Service

School Library Planning Conference

A conference on school library planning for the southern region was held recently at Atlanta, Ga., sponsored by the library committee of the Southern Association of Colleges and Secondary Schools. Participating in the conference was Nora E. Beust, specialist in libraries for children and young people, U. S. Office of Education.

Among the recommendations of the conference of interest to school administrators, teachers, and librarians were the following:

(a) "That a follow-up conference be held in the spring of 1946, on the campus of a centrally located accredited library school in the South, for the purpose of refining the school library program and correlating it with the library training program for college and public librarians. . . .

(b) "That the scope of the Library Committee of the Southern Association be enlarged to serve for the Commission on Higher Institutions as well as the Commission on Secondary Schools.

(c) "That the Southern Association be requested to approve the revised standards for high-school libraries and school library training agencies to become effective as early as possible. . . .

(d) "That it is recommended that a library degree received at the end of a fifth year of college training (based on a bachelor's degree) be recognized as equivalent to a master's degree in salary schedules.

(e) "That a work conference of one or two weeks duration on in-service education for librarians and others concerned with materials and their use be held as soon as possible. . . .

(f) "That provision be made for including in the preservice program for administrators and teachers orientation in the understanding of school library service as an integral part of a good school program and preparation in the evaluation, selection, and utilization of library materials for pupil use. . . ."

It was suggested by the conference that opportunity for the orientation of administrators and teachers be pro-

vided through "an integrated program in which units are included in already established education courses." Plans for such programs, it was asserted by the conference, should be worked out cooperatively by teaching and library representatives familiar with the needs of school libraries.



What Do We Know About Library Support?

That people commonly know little about the financing of public libraries is apparent from *News of Public Opinion Surveys*, recently released by the University of Denver. This lack of civic knowledge was revealed in a survey made by the National Opinion Research Center for the American Library Association and 17 cooperating city libraries throughout the United States.

From the interviews of its trained staff with a cross-section of the civilian adult population in the cooperating cities, the survey concluded that nearly half the people of this country are unaware that they are supporting public libraries through taxes, and a majority do not know if their taxes provide adequate library support. In all walks of life, the survey found a notable lack of information about the financing of public libraries. As might be expected, users of public libraries, including a larger proportion of the more prosperous and better educated populace, appear more familiar with the support of these libraries than are those who neither patronize the local public library nor read books at all. According to the survey, even a majority of public library users, however, are ignorant or doubtful of the sources of public library revenue in their city.

In an attempt to secure a reliable sample of opinion on public library financing in each of the cooperating cities, the National Opinion Research Center interviewed a typical miniature of the civilian population, including a proper representation of men and women—old and young, various minority groups, and different economic levels.

For Library Building Planners

Widespread current interest in modern library buildings has emphasized the need for a convenient reference manual on library design for the use of librarians, trustees, and architects.

As an avowed supplement to existing publications, the American Library Association has published recently *Pointers for Public Library Building Planners*, written by Russell J. Schunk. This manual attempts to present briefly fundamental principles and reference data on library buildings and equipment, gleaned from the author's experience and conferences with public librarians, trustees, architects, and city planners concerned with both small and large libraries. Specific suggestions are included on such topics as the respective functions of librarians, trustees, and architects in building plans, methods of securing public support, structural details, and essential equipment. Further recommendations cover basic library building costs, seating and shelf capacity, lighting, heating, and ventilation.

Pointers for Public Library Building Planners may be obtained, at a list price of \$1.25, from the American Library Association, 520 North Michigan Avenue, Chicago 11, Ill.



Library Plan for Kentucky

"The development of adequate library facilities is a State responsibility," declares the Kentucky Library Extension Division, describing a "Proposed Regional Library Plan for Kentucky" in its recently published *Annual Report, 1943-44*.

Declaring that few county or municipal governments in Kentucky have sufficient funds to maintain "an efficient public library system," the Library Extension Division has proposed a State-wide system of 20 regional libraries. With support through State aid, it is expected that the plan will result in increased local library appropriations, employment of trained and expert library personnel, and a broader distribution of reading materials to the people of Kentucky. Under the regional library plan, it is hoped that rural residents throughout the State will receive library service comparable to that in urban areas.

Public-School Attendance Changes, 1940-44

by Francis G. Cornell, Chief, Research and Statistical Service

PRELIMINARY public-school enrollment statistics from States for the year 1943-44 indicate a reduction of about 10 percent during 4 years of war. In 1939-40, enrollments for the continental United States were 25,400,000, and average daily attendance, 22,000,000. In 1943-44, enrollment and average daily attendance were, respectively, 22,700,000 and 19,600,000.

Enrollment and Migration of Civilian Population

The effects of withdrawals of young people into the armed services and opportunities for employment, together

with the prewar decrease in birth rates, have received attention for some time. In April 1944, approximately 3,000,000 young people of school age who normally would have been in school or college were in the armed services or in the civilian labor force.¹

Not so well known is the apparent scope of geographical shifts in school population due to an unprecedentedly high rate of migration of the civilian population. A recent estimate of the U. S. Bureau of the Census places the

average annual intercounty migration for the period 1941 to 1945 at 4,700,000.² This is roughly two-thirds more than the equivalent figure of 2,800,000 for the prewar period 1935 to 1940. That this wartime population movement should have had an impact upon the school population is indicated by the fact that almost 3,500,000 of the 15,300,000 migrants were under 14 years of age. Relatively large numbers of migrants were adult workers shifting to war production areas. Of the population 14 years

¹ U. S. Department of Labor, Children's Bureau *Young Workers in the Wartime Labor Market*. Reprint from *The Child*, November 1944.

² U. S. Department of Commerce, Bureau of the Census. *Population—Special Reports*, Series P-8, No. 5, September 2, 1945.

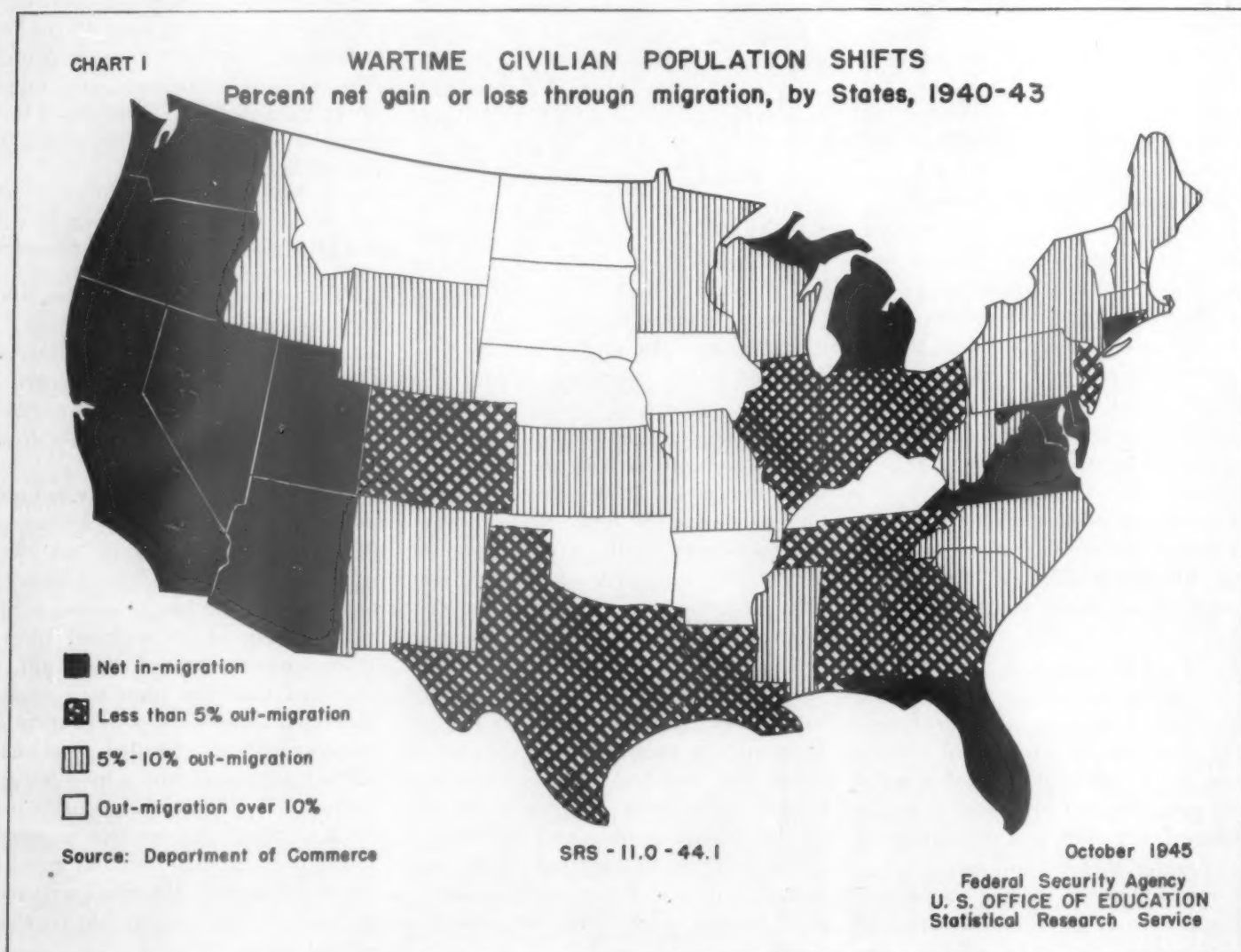
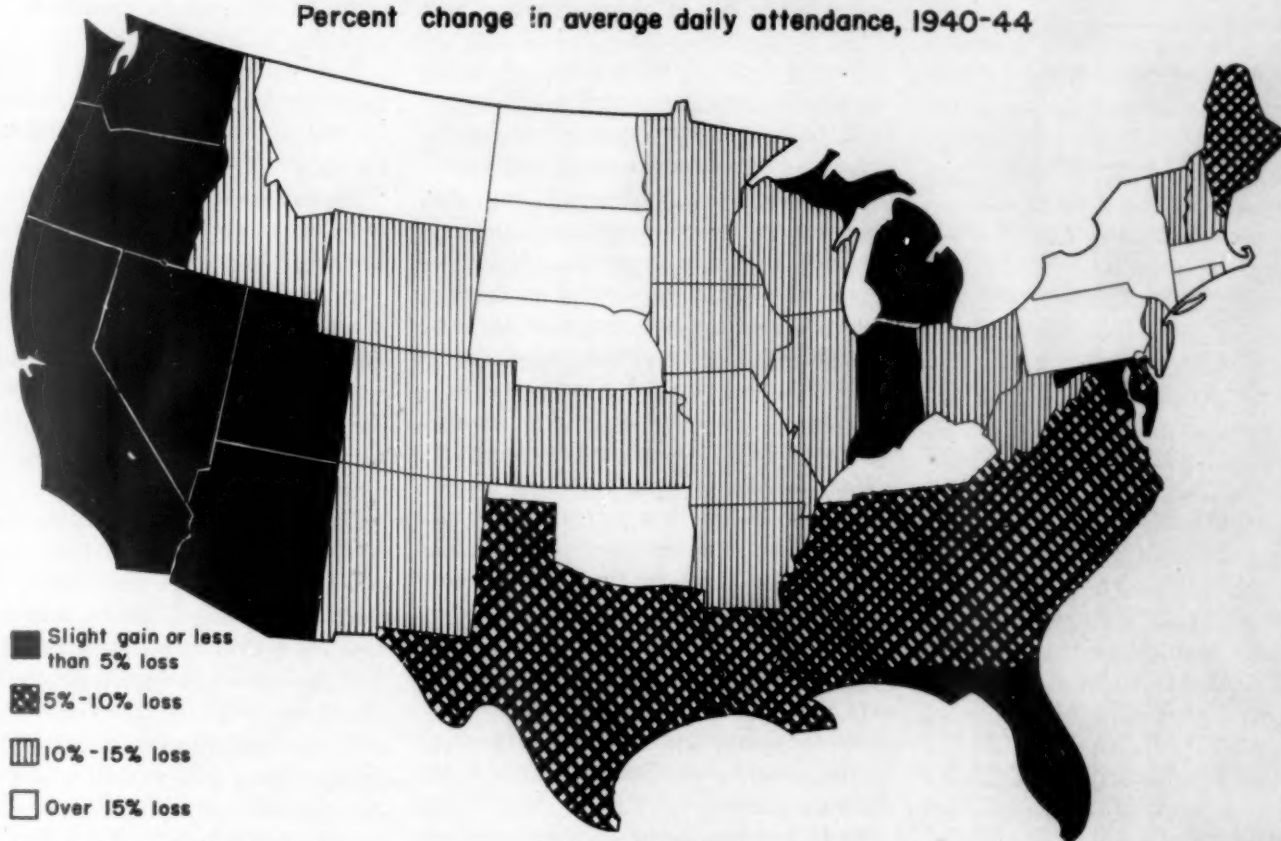


CHART 2

WARTIME SCHOOL ATTENDANCE SHIFTS Percent change in average daily attendance, 1940-44



Based on preliminary data

SRS - 11.0 - 44.2

October 1945

Federal Security Agency
U. S. OFFICE OF EDUCATION
Statistical Research Service

and over, 12.7 percent were migrants during the war period. Nevertheless, 10.8 percent of persons under 14 years of age were also migrants.

The extent of the effect of migration upon interstate school attendance shifts is evident from the high correlation between wartime changes in average daily attendance and wartime changes in civilian population. These data for the 39 States for which statistics are available are shown in the accompanying table. Though the population figures cover a 3-year period only, and are therefore not strictly comparable to the 4-year span of the attendance statistics, the relationship is striking.³

Due to war conditions the drop in attendance exceeded the drop in civilian population. It may be noted, however, that most of the States which increased in civilian population lost very little,

or actually increased also, in average daily attendance; for instance, California, Florida, Maryland, Nevada, Oregon, Utah, and Washington. On the other hand, States losing heavily in civilian population, e. g., the out-migration States of Arkansas, Kentucky, Nebraska, North Dakota, South Dakota, and Oklahoma, also lost heavily in average daily attendance.

This is shown graphically in the two map diagrams, charts 1 and 2. Noticeable is the cluster of States on the West Coast which have fared best in civilian population (chart 1) and in school attendance (chart 2). Another band of States with less than average civilian population loss are several of the coastal States, beginning with Texas in the South Central region and ending with Maryland and Delaware in the South Atlantic region. These are also States suffering relatively small drops in

school attendance (chart 2). Another cluster of States in the industrial East North Central region gained in school attendance and population. States with greatest net losses in population were those in which school attendance decreased most. For the most part they were States in the central part of the United States, with the exception of out-migration New England and Middle Atlantic areas.

The foregoing does not reflect the vast redistribution which has taken place within States, but it is sufficient to demonstrate the effect upon the country-wide provision of educational opportunity of large-scale movements of the American people. It is evident that careful attention must be given to post-war population redistribution in local, State, and interstate planning of educational programs.

(See table on next page)

³Correlation coefficient of .80.

Wartime changes in school attendance and civilian population by States

[All figures in thousands except percents]

State	Average daily attendance			Estimated civilian population ²		
	1940	1944	Percent 1944 of 1940	1940	1943	Percent 1943 of 1940
1	2	3	4	5	6	7
All States reporting ¹	18,385	16,387	89.1	108,901	105,572	96.9
Alabama	567	527	92.9	2,822	2,716	96.2
Arkansas	373	320	85.8	1,948	1,734	89.0
California	1,057	1,047	99.1	6,858	7,877	114.9
Connecticut	256	217	84.8	1,707	1,746	102.3
Delaware	39	36	92.3	266	272	102.6
Florida	327	313	95.7	1,801	2,011	106.3
Georgia	584	547	93.7	3,100	2,975	96.0
Indiana	500	569	113.8	3,427	3,379	98.6
Kentucky	493	414	84.0	2,841	2,547	89.7
Louisiana	398	361	90.7	2,359	2,314	98.1
Maine	149	140	94.0	845	782	92.5
Maryland	257	246	95.7	1,813	1,982	109.3
Massachusetts	630	518	82.2	4,314	4,092	94.9
Michigan	862	831	96.4	5,253	5,374	102.3
Minnesota	454	392	86.3	2,792	2,524	90.4
Mississippi	474	445	93.9	2,183	1,995	91.4
Missouri	509	531	104.3	3,784	3,522	93.1
Nebraska	243	200	82.3	1,314	1,175	89.4
Nevada	18	19	105.6	110	131	119.1
New Hampshire	67	58	86.6	491	453	92.3
New Jersey	635	540	85.0	4,157	4,077	98.1
New York	1,920	1,587	82.7	13,463	12,440	92.4
North Carolina	790	728	92.2	3,566	3,344	93.8
North Dakota	125	100	80.0	642	536	83.5
Ohio	1,122	1,001	89.2	6,905	6,822	98.8
Oklahoma	485	396	81.6	2,333	1,988	85.2
Oregon	166	167	100.6	1,089	1,172	107.7
Pennsylvania	1,668	1,372	82.3	9,896	9,266	93.6
Rhode Island	100	81	81.0	708	694	98.0
South Carolina	385	364	94.5	1,886	1,788	94.8
South Dakota	120	98	81.7	643	544	84.6
Tennessee	537	492	91.6	2,916	2,816	96.6
Utah	124	122	98.4	550	584	106.2
Vermont	56	48	85.7	359	316	88.0
Virginia	494	458	92.7	2,650	2,768	104.5
Washington	275	279	101.5	1,732	1,904	109.9
West Virginia	412	360	87.4	1,902	1,731	91.0
Wisconsin	487	433	88.9	3,137	2,944	93.8
Wyoming	47	40	85.1	250	236	94.4

¹ Reports were not received from the following States: Arizona, Colorado, Idaho, Illinois, Iowa, Kansas, Montana, New Mexico, Texas.

² U. S. Department of Commerce, Bureau of the Census. Population—Special Reports. Series P-44, No. 17, August 28, 1944.

Public Documents Course

Ways in which librarians can make best use of publications issued by National and State governments are taught in a short correspondence course recently announced by the extension division of the University of Wisconsin. Entitled "Government Publications and Pamphlet Collections," this course is designed to help librarians obtain, evaluate, and use public documents effectively in their service to readers.

According to the university's *Press Bulletin*, the present widespread activities of our Government are reported to account for increased demands upon libraries for publications of Federal, State, and local governments.

Nutrition Education in the Schools

by W. H. Gaumnitz, Specialist in Rural Education

The need of nutrition education in the schools has long been emphasized by the U. S. Office of Education, as an examination of its various publications in health education, physical training, home economics education, and agricultural education will reveal. More recently the Office has collaborated extensively with other agencies and organizations to give greater emphasis to this field of service. A nutrition education committee, consisting of representatives of home economics, elementary, rural, Negro, and agricultural education, and of distributive trades was appointed some time ago. The group meets from time to time to consider problems and possibilities in the field of nutrition education. There are no special funds to carry on the various projects and activities it undertakes. Despite this situation, the committee has accomplished considerable in the three following areas:

1. It has planned and conducted regional conferences of State school authorities in which these officers have been guided in developing ways whereby representatives of elementary, secondary, home economics, and agricultural education of the States could cooperatively provide nutrition education within the States represented by the conferees.

2. It has stimulated, collaborated, or helped in the preparation of the following publications of the Office of Education relating to nutrition education:

Making School Lunches Educational, Nutrition Education Series Pamphlet No. 2, 1944.

A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minnesota, Nutrition Education Series Pamphlet No. 5, 1944.

A Nutrition Workshop Comes to the Campus, U. S. Office of Education, War Food Administration, and Indiana State Teachers College, 1944.

Food Time—A Good Time at School, School Children and the War Series Leaflet No. 4, 1943.

Nutrition Education in the Elementary School, Nutrition Education Series Pamphlet No. 1, 1943.

Food for Thought (The School's Responsibility in Nutrition Education), Education and National Defense Series Pamphlet No. 22, 1941.

Nutrition Education in the School Program, reprint from *SCHOOL LIFE*, Vol. 26, 1941.

3. During the past year, the committee has given emphasis to the problem of training leaders for teacher-training institutions and supervisory positions, who, in turn could help both teachers in training and those already employed in the schools to develop ways and means of combining nutrition education with their work. With funds provided through the U. S. Department of Agriculture, a demonstration workshop was held at Terre Haute, Ind., to which leaders from the various States were invited to learn of the latest methods and devices available in this field. These efforts are now resulting in a number of similar nutrition education workshops within the several States for local teachers and supervisors, directed by leaders who attended the workshops at Terre Haute last summer.

Nutrition Education—What is it?

What do we mean when we speak of nutrition education in the schools? As we think about this question many of us become aware (1) that it is something we did not get when we went to school, (2) that we did not teach it when we ourselves later taught, and (3) that even today we search in vain for nutrition education as a subject of the school curriculum. Educational leaders have awakened to the need of making teachers aware of the wide occurrence and dire consequences of malnutrition, and they are now devising ways and means of teaching essential food facts to children and of developing satisfactory eating habits in the schools.

Conceived in its broadest sense, nutrition education in the schools is concerned with the whole business of food getting, production, storage, conservation, selection, preparation, serving, and consuming, and even with digestion and assimilation. It entails the prob-

lems of obtaining sufficient funds to buy food, using available funds in such a manner as to obtain the best nutritional results, planning meals economically, serving them under clean and pleasant circumstances, forming regular eating habits, and securing proper rest and sleep. Nutrition education is an integral part of health education; instruction in hygiene and sanitation; home economics and consumer education; social studies dealing with national, community, and family mores; and eating practices in the pre-school, in-school, and post-school periods of the child's life.

Planned Part of School Experience

Nutrition facts and the need for instruction in this field are not new. Nutrition education, like many other subjects coming into the focus of public attention from time to time, has long been a concern of the schools, but the present emphasis given to it and the progress made by it are new. The task of providing nutrition education in the schools cannot be left to chance; neither can it be solved in the usual manner of adding another subject to the curriculum.

Nutrition education must be made a planned part of almost every school experience of the child. An abundance of examples are now available in the growing literature in this field to show that there are opportunities for teaching nutrition in history, science, reading, arithmetic, geography, art, and home economics classes. Like the teaching of health and hygiene, nutrition education must be a responsibility of every teacher of every subject. It must become one of the major purposes of such school activities as school lunches, school gardening, school canning centers, home projects in agriculture and homemaking, health surveys, and physical education programs. Nutrition education, in short, must become a definite part of both the curricular and the extracurricular activities of the school.

Risks in "Everybody's Business"

To avoid the risk that a subject which is everybody's business may become nobody's responsibility it is necessary that school administrators, supervisors, teachers, and parents shall carefully plan the nutrition education program of

the schools. If definite planning and programing is to take place, the schools must employ not only nutrition leaders and supervisors but teachers who know the essential facts of dietetics. What is more important, they must see to it that teachers receive training in nutrition education techniques and procedures.

It follows, therefore, that much more emphasis than formerly should be given by teacher-training institutions to the preparation of leaders and teachers in this field. If the schools are to make their maximum contribution to this important aspect of education, more trained leaders in nutrition education must be employed by the various school systems to provide in-service training and guidance for teachers in this field.

It Can Be Done! Say Home Economists

Experience stories of successful school lunch programs, begun on a small scale when odds seemed against even the possibility of making a start show that "where there's a will there's a way."

Take, for example, the small rural school, with one or two classrooms, and perhaps a wrap closet and a hallway, but no spot in sight for a real kitchen, no obviously suitable place for a stove or hot plate, no equipment of any kind, large or small, and no funds for school feeding.

Under such conditions as these, school lunch programs have been set up. Why? Because the need existed, in the form of children who came long distances, had breakfast early, and needed some hot food in the middle of winter days, even if it was only hot cocoa, soup, or some other hot dish to eat with their packed lunch carried from home. How? The hard way, by the efforts of an interested group or one or two individuals who were determined to get together some equipment and the few funds necessary to make a start.

It can be done, because it has been done, sometimes by the rural school teacher and the county home demonstration agent; sometimes by a few parents (in or out of the PTA group); other times by the county nutrition

committee, and still other times with the assistance of 4-H club members working under the direction of their county leader.

Seeing the need and having the will to do the job is a first requisite. Deciding on some spot in the one- or two-room school where food can be prepared and planning how that spot can be made suitable is the next step. Listing the minimum equipment needed for the preparation of the lunch—whether it is to be one dish or a complete noon meal—comes next.

At this point, equipment may be donated, or funds may be raised for its purchase by church suppers, bazars, food sales, school plays, or any one of many other means. Some of the money may be put in a "revolving food fund" so that food can be bought to supplement what the parents decide to donate, or to supplement what the school purchases with Government funds if it is eligible to take advantage of the school lunch reimbursement program of the U. S. Department of Agriculture. There are many ways for an interested local group to prove that "it can be done."

The number of lists of "minimum" equipment for school feeding programs about equals the number of groups that have worked on this problem. The list which follows is representative of those found in many school lunch publications, and will be adequate to prepare one or two hot dishes for as many as 20 pupils.

- Stove, 1 (2- or 3-burner oil or 2 electric or gas plates) with oven, if possible.
- Table or other working space, 1.
- Cupboard, cabinet or other storage space, preferably with tight fitting door (for equipment and supplies).
- Kettles, 2 (8 or 10 quart size).
- Measuring cups, 2 (aluminum or glass).
- Long handled spoon, 1 or 2.
- Paring knives, 2.
- Butcher knife, 1.
- Long handled fork, 1.
- Case knives, 2.
- Ladle, 1.
- Vegetable brush, 1 or 2.
- Dishpans, 2.
- Dish towels, 6 or 8.
- Dishcloths, 3 or 4.
- Strainer or colander, 1.
- Baking pans, 2 (medium size).
- Tablespoons, 2.
- Teaspoons, 2.

(Turn to page 30)

INTERNATIONAL EDUCATIONAL RELATIONS

The U. S. Office of Education As A Source of Materials on International Understanding

by Alina M. Lindegren, Specialist in European Educational Relations

Interest in the life, culture, and education of other countries by the U. S. Office of Education is not new. It is as old as the Office itself.

In his first annual report the first U. S. Commissioner of Education, Henry Barnard, states in the introduction to a section on *Female Education at Home and Abroad*, "In addition to elaborate articles, new and old, we propose to bring together, in successive numbers, the best suggestions we have taken note of in our reading by different authors, in different ages and countries, as to the instruction and practical training of girls." Extending this to education in general it seems to fit in well with our underlying aim of today of promoting international understanding. The report also includes sections on: Opinions of European educators and statesmen, practice of European Republics, school system of the Canton Zurich, system of secondary schools in Prussia.

Commissioner John Eaton in his report of 1870 discussed "Our International Educational Relations," and included in his report of 1872 an "Annual Statement of the Progress of Education in Foreign Countries," with particular reference to Argentina; England; Bengal, India; Austria; Australia; and Ecuador.

Interest in education abroad was particularly strong during the period of Commissioner Harris. It was then that Anna Tolman Smith came to the Office and laid the foundations for the Division of Foreign School Systems known more recently as the Division of Comparative Education.

To assist students from the other American Republics who wished to enter our colleges and universities after the Buenos Aires Convention of 1936, a specialist was added to the Division of Higher Education through funds furnished on a cooperative program by the

Department of State. The volume of students arriving in the United States and the needs of the service soon outgrew the provision for a single specialist, and in 1941 funds were provided on a cooperative program by the State Department which enabled the Office to set up the Division of Inter-American Educational Relations. With the establishment of this division, the increased interest throughout the country in life and culture in our neighbor republics and the large number of requests coming to the Office for information led gradually to the establishment within the Division of Inter-American Educational Relations of a service on instructional materials on the American Republics. The service has now come to be a two-way service furnishing on the one hand instructional materials about the other American Republics to teachers in the United States; and on the other, instructional materials about the life, culture, and education in our country for teachers in Central and South America.

As the war developed into global proportions and interest in international affairs expanded to all areas of the world, the demands on the Office for service increased. To meet them, the Divisions of Comparative Education and Inter-American Educational Relations were merged to form the Division of International Educational Relations which comprises the three sections of:

American Republics Educational Relations, Near and Far East Educational Relations, and European Educational Relations, including the British Empire.

The objectives of the division are twofold:

1. To interpret to people of other countries through educational agencies abroad the life, culture, and educational systems of the United States; and

2. To help the people of the United States to understand and appreciate the

life, culture, and educational systems of other countries and their contribution to our national life, culture, and education by developing a system of services to our schools, colleges, and universities that will assist these institutions in their educational work for international understanding and good will. These services include:

- a. Diffusion of information about educational systems, and educational methods, practices, and developments in other countries;

- b. Evaluation in terms of education in the United States of credentials for studies completed in other countries;

- c. Facilitating the exchange of students, teachers, professors, and educational specialists between the United States and other countries;

- d. Preparation and exchange of reliable and instructional materials about the United States and other countries.

Interest in education and culture abroad in the Office is not confined to the Division of International Educational Relations. Each of the other divisions of the Office, particularly the four Divisions of Elementary, Secondary, Higher, and Vocational Education, is interested in education and culture abroad with particular reference to its own area of interest. This interest in special fields of education and the requests for information about the life, culture, and education in other countries that come to the division serve as a guide in the type of information it endeavors to obtain and make available to the educational world at large.

U. S. Office of Education Library

In connection with the Office as a source of materials for international understanding, the importance of the U. S. Office of Education Library should not be underestimated. It has been the main educational library in the country since its establishment in 1870 through the acquisition of the Henry Barnard Library, supplemented later by other extensive and valuable gifts.

It has been the policy of the Office since its founding in 1867, to acquire from other countries for the use of staff specialists and other research workers

official and nonofficial publications on education including government documents and official reports. These materials have been obtained (1) through exchange with Ministries of Education in other countries and with other educational and cultural organizations and agencies abroad, (2) through the Department of State, (3) through direct contact with educators in other countries, (4) through Office of Education specialists sent abroad to gather data first hand about education in other countries, (5) and through purchase. The materials thus acquired form a part of the permanent collection of our library. They include:

- Educational laws and regulations of the various countries,
- Annual reports of the Ministries of Education,
- Special reports issued officially in the field of education,
- School prospectuses, programs of study, and reports,
- University catalogs, study plans, and examination regulations,
- Publications issued by the various university faculties and departments,
- Annual reports of the chief executives to the legislative bodies of their countries,
- Statistical yearbooks.

The materials are in the language of the country concerned and give the research worker opportunity to obtain a picture of the educational system and of the prevailing culture of the country from original source materials.

In addition to these official materials, the library also maintains a collection of professional periodicals and the proceedings and publications of educational and cultural organizations both national and international. An example is Publication No. 67, of the Bureau of International Education at Geneva, on the *Teaching of Geography in Secondary Schools (L'Enseignement de la Géographie dans les Écoles Secondaires)*, published in 1939 and compiled from data furnished by 44 different countries.

Foreign periodicals, official reports, monographs, and other documentary material are housed in a separate section of the library and comprise a collection of about 45,000 volumes.

Through interlibrary loan, duplicates of some of these materials are available for a limited time to research workers throughout the country. Actual consultation of the vast collection of source material in the library is necessary for a real appreciation of its significance and value.

In order that the individual thinking abroad on educational problems and methods may be available promptly and systematically to the Office of Education staff, the library obtains to the extent possible books, monographs, and treatises written by foreign authors on the various fields of education.

One of the functions of the Office, which has developed because of the school laws and regulations, study plans, examination regulations, university and college catalogs and similar materials from abroad in the collection, is the evaluation in terms of education in the United States of credentials for studies completed in other countries. Reference is made here to this function because it gives some idea of the scope of the collection with reference to the number of countries and languages represented. During the 5-year period ended June 30 of this year, the Office evaluated an average of 908 cases a year. The credentials came from an average of 71 different countries and involved translation into English from an average of 32 different languages.

Bulletins on Education in Other Countries

Following World War I there was, as now, much public interest in education in other countries. This led to the publication in 1919 of 15 different Office of Education bulletins dealing with education abroad. Representative examples of the publications are:

- Education in Great Britain and Ireland,
- Educational Conditions in Spain,
- Schools of Scandinavia, Finland and Holland,
- Educational Changes in Russia,
- Some Phases of Educational Progress in Latin American Countries.

The American Association of Collegiate Registrars requested from the

Office information that would help registrars and admission officers in the proper academic placement of students from other countries who wished to continue their studies in the United States. To meet this request, the Office began in 1932, preparation of a series of publications on education in other countries intended mainly for use in connection with credential evaluation, but which would be of value also to anyone interested in the education of the country concerned.

The first of these publications was a pamphlet on *Institutions of Higher Education in Sweden*. This was followed by a series of bulletins such as *Institutions of Higher Education in Norway*, *Education in Czechoslovakia*, *Poland's Institutions of Higher Education*, and *Education in Germany*. A more specialized study was made later which resulted in publication in 1940 of *Education and Service Conditions of Teachers in Scandinavia, the Netherlands and Finland*. Since many of the foreign students, prior to the outbreak of World War II, came from European countries these bulletins were devoted to countries of that world area.

With the outbreak of the war and the development of our good neighbor policy with the other American Republics, the number of students from these countries who wished to enter our universities and colleges increased. A demand soon arose for information about education in the other American Republics. To meet this demand, and at the same time to promote better understanding of education in the other American Republics as well as to provide a basis for closer cooperation in the field of inter-American education, the U. S. Office of Education undertook in the fall of 1943, the preparation of basic studies on education in a number of Central and South American countries.

The project is under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation. The work involves travel in the various Central and South American countries by Office of Education specialists to gather data first hand on their educational systems, and the preparation of reports from these data for publication.

Up to the present time, field work by four specialists has been completed in Peru, Chile, Ecuador, Costa Rica, Colombia, the Dominican Republic, Uruguay, and Paraguay. The first publication of the series, *Education in Chile*, recently came off the press. Reports on education in each of the other countries are in various stages of preparation.

A timely bulletin, *Education under Enemy Occupation*, was published in the early part of this year. It is a collection of papers concerned with the effects of the war and enemy occupation on education in nine countries: Belgium, China, Czechoslovakia, France, Greece, Luxembourg, Netherlands, Norway, and Poland. It was prepared at the request of the U. S. Commissioner of Education by the Ministers of Education or their representatives of the respective countries.

Mention should be made also of Office Bulletin 1932, No. 11, *The House of the People*. It is an account of Mexico's new schools of action and gives impressions gained by the author during a period of observation and study among Mexican schools, chiefly rural schools. It has been translated into Spanish, Chinese, and one of the usual dialects of British India.

Dated Publications

School Life.—In October of this year the Office resumed publication of *SCHOOL LIFE*, its regular monthly journal for the last quarter century. In the field of international educational relations, the October issue contains an article entitled "A World Organization for Peace," and another, "Draft Proposals for an Educational and Cultural Organization," both of which should be of particular interest to teachers of social studies concerned with broadening their points of view and keeping in touch with world events of political significance.

Education for Victory.—During the war, in place of *SCHOOL LIFE* the Office published *Education for Victory*, an emergency biweekly. Through the section on "News from Abroad," a current picture was given of significant developments in the field of international education. Among articles included in this section were reports on the prog-

ress of the British education bill, a detailed account of education in Iceland, literacy and illiteracy in the various countries of the world, the International Bureau of Education and postwar reconstruction, and reviews of recent publications on education in other countries. Another section on Inter-American Educational Relations included articles on visiting teachers under the Buenos Aires Convention, Pan-American Club news, announcements of recent publications, and other items of interest in the field.

Higher Education.—Last year for service particularly to colleges and universities, the Office began publication of a semimonthly periodical, *Higher Education*. Recent articles of international education interest include Proposals for an Educational and Cultural Organization of the United Nations; Conference on the Proposed International Educational and Cultural Organization; Shrivaniham American University; Proposal to Extend International Interchange of Persons, Information, and Skills; Buenos Aires Convention Students in the United States; and a review of a pamphlet, *Some Comparisons Between Universities*, which contains a number of papers on university conditions in Great Britain, the United States, Belgium, Poland, Russia, Norway, France, Germany, and other countries read at the Second Educational Conference of the Association of University Professors and Lecturers of the Allied Countries in Great Britain, April 15, 1944.

Instructional Materials

Instructional materials of the American Republics Section of the Division include both loan and free materials.

Through its loan packet service, the Office makes it possible for teachers and school administrators to examine many valuable and timely materials which have been classified according to subjects such as Sources of Instructional Material, Education of Spanish-Speaking Children, Hispanic Countries and Cities.

The packets contain bibliographies, source lists, magazines, pictures, maps, games, units and courses of study, pro-

gram outlines, reprints of articles, and other materials ranging in difficulty from elementary through college level. The packets are available on loan for a period of 3 weeks without charge except for return postage which is paid by the borrower. Requests should be addressed to the American Republics Section of the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C.

More than 1,500 Kodachrome slides on life in the American Republics are also available for loan to schools and colleges. Among the subjects covered are Hunting Unusual Plants in Guatemala, Rubber in the Amazon Basin, Weaving in South American Highlands, and Indian Costumes in Latin America.

Free materials include a variety of items: Maps, pictures, courses of study, units of work, guides and outlines, pamphlets and bibliographies. There is no list of materials, for the stock is in constant change according to the type of requests received. Materials for social-studies teachers, dealing mostly with history and geography, are on different grade levels and are sent on request to teachers. In making her request, the teacher should state her problem and give the grade for which the material is intended.

The Office also has an Educational Radio Script and Transcription Exchange from which recordings may be had on loan on various subjects for a period of 3 weeks. Recordings on Puerto Rico include: (1) The Island, (2) The Contrasts, (3) The People, (4) The Customs, (5) The Land, (6) Past, Present, and Future.

It is hoped the other two sections of the division may develop similar instructional materials dealing with Europe and the Near and Far East.

This condensed statement of the Office of Education as a source of materials on international understanding has been confined to describing the resources for service in the field of international understanding, and to showing changes made in the service to meet the needs of the time as expressed by the American teacher at all levels and in all phases of education.

China—Selected References for Teachers¹

by C. O. Arndt, Specialist in Far and
Near Eastern Education

The materials listed herewith should be secured directly from the publisher or producer. Except where specifically stated, they are not available through the U. S. Office of Education.

Bibliographies of Books and Materials

Children's Books About China. By Dora V. Smith. In January 1944 issue of the *Elementary English Review*, p. 28-30. Reprints available free through Elementary English Review, 211 West 68th Street, Chicago, Ill.

An annotated list of 31 books, prepared by the Chairman of the Elementary Section of the National Council of Teachers of English.

China: A List for Boys and Girls. New York: The East and West Association, 40 East 49th Street. 1943. 7 p. mimeo.

This list of books for children was selected and annotated by the New York Public Library.

What to Read About China: A List for High-School Students. New York: The East and West Association, 40 East 49th Street. 19 p. mimeo.

An annotated list of 18 books.

What One Should Know About China. Washington, D. C.: Library of Congress. 1942. 4 p. Free.

An annotated list of some dependable books compiled at the Library of Congress. This short, carefully selected bibliography of books about China is arranged under the following captions: biography, civilization, economy, foreign relations, geography, history, literature, philosophy, social life, and customs. Designed for the adult reader.

Films to See About China. Available through the East and West Association, 40 East 49th Street, New York. 1943. 10 p.

A mimeographed list of 16-mm. and 35-mm. films on China with a description of the content of each film. An appraisal with suggestions for preparatory study of the subject, recommendations for various age groups, as

well as the date of issue, technical description, producer, source, and rental costs are given. A list of the distributors of the films is appended.

Books

Buck, Pearl. *The Chinese Novel.* New York: John Day Co. 1939. 59 p. Teacher level.

This overview of the history of the Chinese novel was originally given before the Swedish Academy at Stockholm in 1938 when the author was honored with the Nobel Prize. It should be of particular interest to teachers of languages and literature.

Chen, C. H., and S. H. *The Flower Drum and Other Chinese Songs.* New York: John Day Co. 1943. 65 p. High-school and teacher levels.

One of the first collections of traditional Chinese folk songs to be published in this country. Contains full score for piano and voice.

Creel, Herrlee. *The Birth of China: A Study of the Formative Period of Chinese Civilization.* New York: John Day Co. 1937. 402 p. Teacher level.

This is a pleasantly readable account of early Chinese history for the general public.

Cressey, George B. *China's Geographic Foundations: A Survey of the Land and Its People.* New York: McGraw-Hill Book Co. 1934. 436 p. Teacher level.

This geography is not divorced from the people; they are an integral part of the story. Good illustrations supplement the text.

Goodrich, L. C. *A Short History of the Chinese People.* New York: Harper & Brothers. 1943. 260 p. Teacher level.

Compact, but readable. Done by an authority in the field.

Handforth, Thomas. *Mei Li.* New York: Doubleday, Doran & Co. 1938. 48 p. Elementary level.

Story of a small girl and her brother at a New Year fair in Peking. An effective blending of story and art work.

Jacobs, A. Gertrude. *The Chinese-American Song and Game Book.* New York: A. S. Barnes & Co. 1944. 96 p. Elementary and teacher levels.

Elementary school teachers and children will find this an attractively illustrated book of songs and games.

Kuo, Helena. *Giants of China.* New York: E. P. Dutton & Co. 1944. Junior-senior high-school levels.

The lives of such leaders as Huang Ti, Confucius, Sun Yat-Sen, and Chiang Kai-Shek are interestingly presented.

Lattimore, Owen. *Solution in Asia.* Boston: Little, Brown & Co. 1945. 214 p. Teacher level.

A fresh, penetrating analysis of China and Japan, with suggestions for United States policy, by an acknowledged authority, on the Far East.

Lewis, Elizabeth. *Young Fu of the Upper Yangtze.* Philadelphia: John C. Winston Co. 1932. 265 p. Junior-senior high-school levels.

The story of a Chinese boy who works as a coppersmith's apprentice is well told.

Lin Yu-Tang. *Moment in Peking.* New York: John Day Co. 1939. 815 p. Senior high school and adult levels.

A classic novel on Chinese family life.

— *My Country and My People.* New York: John Day Co. 1939. rev. ed. 382 p. Teacher level.

The author's keen sense of humor, lucid style of writing, and understanding of both Eastern and Western philosophy and life render this book an outstanding introduction to a study of China and the Chinese.

Rosinger, Lawrence K. *China's Crisis.* New York: Alfred A. Knopf. 1945. 259 p. Teacher level.

China's economic problems, war effort, relations with the Communist party, and the political situation generally are considered.

Waley, Arthur. *The Adventures of Monkey.* New York: John Day Co. 1944. 143 p. Elementary level.

This famous old Chinese tale was adapted from the original by the author. Illustrations are by Kurt Wiese.

— *Translations from the Chinese.* New York: Alfred A. Knopf. 1941. 325 p. Teacher level.

An attractive volume of prose and poetry done by a competent translator.

Wiese, Kurt. *You Can Write Chinese.* New York: Viking Press, Inc. 1945. Elementary level.

Large Chinese characters drawn with brush are printed adjacent to Chinese scenes from which they are allegedly derived.

Pamphlets

Arndt, C. O.; Turosienski, Severin K.; and Fong, Tung Yuen. *Education in China Today.* U. S. Office of Education. Leaflet No. 69. Washington, D. C.: Superintendent of Documents. 1944. 11 p. Teacher level.

Brief factual review of Chinese education, with bibliography.

¹ This list of selected references is a revision of a list originally published in the March 1944 issue of *The Bulletin of the National Association of Secondary School Principals*.

Bodde, Derk. *China's Gifts to the West*. Washington, D. C.: American Council on Education. 1942. 40 p. Asiatic Studies in American Education, No. 1. High school and teacher levels.

The contributions of Chinese civilization to the West are described.

China. Vol. XI, No. 1. October 1945. Building America. New York: Americana Corporation, 2 West 45th Street. 31 p.

Designed for school use, this readable and well-illustrated pamphlet may be used on the junior-senior high-school levels.

An Exhibition of Modern Chinese Paintings. Introductions by Hu Shih, Kuin-Wei Shaw, Lin Yu-Tang, and Alan Priest. New York: Metropolitan Museum of Art. 1943. 22 p. Useful at all levels.

Presents reprints of modern Chinese paintings.

Goetz, Delia. *The Dragon and the Eagle*. Distributed through the Vanguard Press. New York. 1945. 61 p. Higher elementary level.

An account of Chinese-American relations.

Harvard Workshop for the Committee on Asiatic Studies. *Teaching Outline for Elementary Schools*. New York: United China Relief, 1790 Broadway. 1942. 16 p.

Lists topics which are appropriate for pupils at the elementary level and suggests activities and projects illustrative of the range of exercises about China which will be stimulating and profitable.

Teaching Outline for High Schools. New York: United China Relief, 1790 Broadway. 1942. 16 p.

Makes suggestions for the study of China in high-school courses on geography, world history, U. S. history, literature, and art.

The People of China. New York: East and West Association, 40 East 49th Street. 1942. Junior-senior high-school levels.

A brief, readable account of the people of China, their history, and their leaders, with suggested readings under each section.

Taylor, George. *Changing China*. St. Louis: Webster Publishing Co. 1942. 94 p. Junior-senior high-school levels.

The story of old and new China is briefly sketched in this booklet.

Chinese Language

Chan, Shau Wing. *Chinese Reader for Beginners, With Exercises in Writing and Speaking*. Stanford University, California: Stanford University Press. 1942. 348 p.

"The present work is designed primarily for English-speaking persons who wish to familiarize themselves with the essential features of the Chinese language. It comprises teaching material with which I have been experimenting in my classes in elementary Chinese at Stanford University for the last 4 years. In its present form this material has been so revised and expanded that it not only should meet classroom needs for the first year of work in a school, but should aid anyone attempting to learn the Chinese language by himself." (From Preface, p. vii.)

Pettus, W. B. *Chinese Language Lessons*. Berkeley: University of California. 1943. 312 p.

"These lessons are the result of three decades of teaching this material to Americans in Peiping. The words and phrases used are those occurring continually in daily conversation, and are met with on every page of printed Chinese. This material may well be called 'Basic Chinese.' With the oral, aural, visual, and writing mastery of this material, a student is well on the way toward fluency in Chinese." (From Introduction, p. v.)

Units of Study

China. Grade 4. Prepared by the Santa Barbara City Schools. 1940. 81 p. Not for sale. Ten copies of each unit are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

This unit shows how the culture of China has contributed to the development of the Santa Barbara, Calif. area. It is constructed to furnish source material for the teacher which will enable her better to suggest rich and varied experiences to the class.

Language Unit on China for Grades 7 and 8. Prepared by the Detroit, Mich. Public Schools. Available through United China Relief, Inc., 1790 Broadway, New York 19. 1942. 8 p.

Many helpful suggestions, including an outline, possible activities, and proposals for correlation are given in this unit on general language.

Maps

China. Washington, D. C.: National Geographic Society. June 1945. All levels.

An up-to-date map of China. Size 26½ x 34½ inches.

Picture Map of China. Available through Friendship Press, 156 Fifth Avenue, New York. 1932. Elementary level.

This large picture map (38 by 48 inches), sketched in black ink on white background, is designed for coloration. A supplementary picture sheet accompanies the map.

Recordings

Chee Lai, Songs of New China. Album K 109. Available through Keynote Recordings, Inc., 522 Fifth Avenue, New York.

Three 10-inch records with booklet are contained in this album. The songs are: Chee Lai, Song of the Guerrillas, Chinese Farmers' Song, Work as One, Street Singer's Song, Chinese Soldiers' Song, Riding the Dragon. Paul Robeson sings both in English and Chinese. Lieu Liang-mo conducts the Chinese Workers' Chorus.

Chinese Classical Music. Album No. 44. Available through Musicraft Corporation, 480 Lexington Avenue, New York.

Contains four 10-inch records by Wei Chung Loh. The content of the records is as follows: No. 239, Soliloquy of a Convalescent and March (Erh-hu); No. 240, Dance Prelude and Flying Flowers Falling (Pi-pa); No. 241, The Drunken Fisherman and Parting at Yang Kwan (Ching); No. 242, Temple Meditation and The Flying Partridge (flute).

Eight Records on Chinese Life. Available on loan through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C. 15 minutes each. High-school and teacher levels.

These eight 16-inch records (33⅓ r. p. m.), playable only on special play-back equipment, are done by Madame Chiang Kai-Shek, Pearl Buck, J. Y. Yen, Elizabeth Seeger, Lin Mou-sheng, B. A. Liu, and Agnes Smedley. The recordings deal with various aspects of Chinese life, except for Madame Chiang's recording, which is her "Address Before Congress."

The People of China. Available on loan through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C. 15 minutes. High-school and teacher levels.

This 16-inch recording (33⅓ r. p. m.) was done by Hon. Walter H. Judd, Congressman from Minnesota, who was for 10 years a medical missionary in China.

Pictures

China by Kwok Ying Fung. New York: Henry Holt. 1943. 192 p. All levels.

Religion, education, and daily life are portrayed on 83 large, clear pictures. Interpretative captions and comment add to the value of this attractive book.

Life of a Family in China. New York: East and West Association, 40 East 49th Street. Elementary and secondary levels.

This portfolio contains 16 well-selected pictures from Chinese life. A running narrative ties the pictures together effectively.

Romantic China. Available through James Henry White, White Brothers Chinese Art Exhibition and Lectures, Berrien Springs, Mich. 42 pictures, 8 x 10 inches.

The 42 photographs of this collection feature China's temple, pagodas, palaces, and

gardens. The landmarks of the historic city of Peiping are particularly well represented. The photographic art of the pictures is deserving of special note as is their distinctive composition and setting. Complete description and historical notes are provided for each picture.

Films

Grains of Sweat. New York: Harmon Foundation, Inc., 140 Nassau Street. 1942. Silent. 16 mm. 15 min. All levels.

The planting, cultivation, and marketing of rice, China's staff of life, is well illustrated in this film.

Smile With the Children of China. New York: Harmon Foundation, Inc., 140 Nassau Street. 1941. Silent. 16 mm. 14 min. Elementary level.

A good film for use with children. Shows Chinese children playing games, making toys, going to school. Both timing and editing are well done.

of community facilities. Together they can clarify the problems and plan the necessary steps to handle the situation. The school social worker is available also for consultation with other school personnel, parents, and representatives of community agencies.

LIAISON SERVICE

Frequently it is necessary to call in a community agency. Perhaps parental conflict is upsetting a child and the assistance of a family service agency may be required. Another child may show evidences of a glandular disturbance and should be referred to his family physician or to a community clinic. In another instance academic failure may indicate the need for study and treatment by a community child guidance clinic.

The liaison service of the school social worker not only helps to relate the school to community agencies but helps also to relate these agencies to the school. Community agencies may be working with problems of children which are unknown to the school and they may see ways in which children can achieve more successfully at school. The school social worker, knowing the resources of the school and the situations in which teachers are working, can help the outside agency interpret children to the school.

TREATMENT SERVICE

While consultation and liaison services for particular children are usually short-time contacts there are many situations which require more time to achieve an adequate understanding and an effective program of action. The school social worker through a series of interviews may help to prepare parents and children for using community services and may try to overcome any resistance they have in using these services. Frequently much time and patience are required before parents and children feel that they are understood and are ready to accept even the most friendly suggestions.

In some situations, the school social worker maintains regular contacts with children and parents and discusses the problems at regular intervals with school teachers. The school social worker will thus have a three-way re-

The School Social Worker

Following is a brief résumé of information relating to school social work, made available to the U. S. Office of Education by the Council of Social Workers in the New York City Schools. Thirty years experience in the city schools demonstrates that school social work as operative in these schools, although an adjunct of education, involves basic requirements different from the requirements of teaching. The council, a professional organization of school social workers, states:

The classroom teacher deals with many children who present baffling problems. Modern education demands that children be understood as individuals, that their intellectual and emotional capacities be gaged, that their abilities be utilized, and their potentialities developed to the fullest and that they be guided in solving their personal problems of adjustment. Schools are increasingly consulting parents on their children's welfare and are encouraging them to use the social and health agencies of the community.

Functions of the Worker

The child brings into the classroom his total life. He has his intellectual

and physical endowments. He has emotions and feelings which were nurtured in his family and community. He has a definite personality and character. He establishes in school new relationships with adults and with other children. He must find a personally satisfying and socially effective place in the school community. Inevitably many children have difficulties in making their best possible adjustment.

The understanding teacher enables nearly all children to adjust in their school environment. However, when she finds children for whom she needs additional help she should be able to call upon the school social worker who also has specialized training in children's problems. Specifically, the school social worker offers the following services:

CONSULTATION SERVICE

The teacher and social worker discuss such problems as truancy, restlessness, and inability to learn. The teacher contributes her observations of the child in the group and the information available in school records. The school social worker contributes specialized knowledge of children's problems and

sponsibility—working with the teachers in handling children in the classroom, helping children modify their attitudes, and advising parents on ways of guiding their children.

GROUP INTERPRETATION

Since the modern school is generally a complex organization and functions in a complex community, the school social worker through work with individual children uncovers many general problems that can best be handled by group interpretation. Through work with individual children, situations are often found which may lead to cooperative consideration and planning by the school staff as a whole as well as by outside agencies which also service school children. Such cooperative efforts facilitate the use of all community resources for the welfare of the children concerned.

Qualifications of the Worker

Functions of the school social worker require specialized training. The worker must understand the behavior and personality development of children; the significance of children's social, personality, academic, and health adjustment; the meaning to children of their educational experiences; the organization of the community and the use of community agencies; in addition to a first-hand knowledge of school and classroom situations and problems. He must be skilled in quick diagnostic thinking so as to evaluate the seriousness of children's problems, must be experienced in the case work process by which individuals are helped to make a better adjustment, must be competent to help modify children's and parents' undesirable attitudes, and must be able to assist teachers in various ways.

The Council of Social Workers in the New York City schools recommends the following minimum qualifications for appointment as a school social worker in the New York City system:

1. *Preparation in the Social Work Field.*—A baccalaureate degree (or equivalent) and graduation from a 2-year course at a school of social work which is accredited by the American Association of Schools of Social Work.

2. *Experience.*—Two years of supervised social case work in an approved social case work agency, and either 1 year in a clinic for the study and treatment of personality and behavior disorders of children or 1 year in an agency where work has been directly under the supervision of a person eligible for membership in the American Association of Psychiatric Social Workers.

Schools of education and schools of social work are fortunately becoming more aware that while the basic philosophy of modern education and school social work are identical, each professional group, nevertheless, has a unique contribution for fulfillment of which specialized training is desirable. Teacher training and teaching experience are not adequate substitutes for training and experience in school social work. Prevailing training facilities for each profession has lacked orientation in the other field. School social workers can be an important adjunct to an educational program if they are adequately qualified personally and professionally for their work.

Home Economists

(From page 23)

- Quart measure, 1.
- Food chopper or wooden chopping bowl and knife, 1.
- Mixing bowls, 2 or 3.
- Can opener, 1.
- Hot pads, 3 or 4.
- Garbage can with cover, 1.
- Pitcher, 1 (2 or 3 quart size).
- Soap dish, 1.
- Tray, 1 or 2 (for carrying foods).
- Cans with tight cover, 2 or 3 (to store staple foods).
- To be brought by each pupil:
 - 1 bowl.
 - 1 plate.
 - 1 cup or glass.
 - 1 teaspoon.
 - 1 fork.

A publication, *Portable Kitchen for Rural Schools*, which is suggestive for the small school, is available from Extension Agricultural Engineering Department, State College Station, Fargo, N. Dak. Send *only* for single copies as supply is limited.

Expenditures Per Pupil in City Schools

BELOW is presented the third in a series of tables giving per pupil expenditure data for certain city school systems in advance of the annual circular entitled "Expenditures Per Pupil in City Schools," prepared by Mary Ella W. Banfield of the Research and Statistical Service. The first two tables appeared as follows: data for 45 cities of group I, populations of 100,000 or more, *Education for Victory*, June 4, 1945; and data for 68 cities of group II, populations 30,000 to 99,999, inclusive, *SCHOOL LIFE*, December 1945.

The accompanying table shows per pupil expenditures for 80 city school systems, 10.8 percent of all systems in cities with populations of 10,000 to 29,999, inclusive, population group III. Data are for the 6 major current expense accounts of full-time day schools below the college level and were secured from the regular biennial form used by the Office to collect city school statistics in the even-numbered years.

All But Two Show Increase

Of the 73 cities that reported comparable data for 1940-41 and 1943-44, all but two show an increase for the 4-year period in the total yearly current expenditure per pupil in average daily attendance. The percent of increase ranges from 6.6 to 62.6 for the individual cities, with a percent of increase of 21.8 for the arithmetic mean (average) of the group. The prime factor influencing the highest percent of increase (62.6) was the decrease of 12.6 percent in the average daily attendance for that city during the 4-year period. However, this decrease was spread throughout the system to such an extent that only 4 teachers could be eliminated from the pay roll. During the same period in this city school system, the average salary of teachers increased 51.2 percent, from \$1,239 to \$1,873.

Total yearly current expenditure per pupil in average daily attendance, expenditure per pupil for the six major current expense accounts, and percent each account is of total current expense in city school systems, 1943-44

GROUP III: 80 CITIES OF 10,000 TO 29,999 POPULATION (INCLUSIVE)

City	Total yearly current expenditure				Administration		Instruction		Operation of physical plant		Maintenance of physical plant		Auxiliary school services		Fixed charges ¹	
	1940-41	1941-42	1942-43	1943-44	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arithmetic mean of Group III...	\$90.13	\$97.10	\$104.56	\$109.75	\$4.41	4.0	\$82.97	75.6	\$14.53	13.2	\$3.50	3.2	\$2.86	2.6	\$1.48	1.4
Bessemer, Ala.	30.94	33.74	41.65	41.14	2.21	6.1	32.35	78.0	4.40	10.6	1.98	4.8			.20	.5
Eureka, Calif.	113.15	122.20	126.42	130.26	4.47	3.4	98.82	75.9	18.33	14.1	1.81	1.4	3.38	2.6	3.45	2.6
Santa Cruz, Calif.	133.85	157.93	173.44	161.57	6.25	3.9	117.55	72.7	21.68	13.4	5.59	3.5	8.45	5.2	2.05	1.3
South Pasadena, Calif.	132.82	165.87	166.16	181.34	9.79	5.4	139.88	77.1	20.69	11.4	3.38	1.9	5.54	3.1	2.06	1.1
Fort Collins, Colo.	94.86	104.50	120.46	118.20	4.80	4.0	91.21	77.2	15.21	12.9	3.48	2.9	1.88	1.6	1.62	1.1
Trinidad, Colo.	69.93	80.57	79.11	100.29	4.54	4.5	79.43	79.2	9.16	9.2	3.53	3.5	1.04	1.0	2.59	2.6
Danbury, Conn.	100.30	105.34	112.87	120.06	4.27	3.6	87.41	72.8	17.74	14.8	3.17	2.6	6.56	5.5	.91	.7
East Hartford, Conn.	113.54	127.98	122.81	141.21	5.60	4.0	99.03	70.1	18.78	13.3	9.13	6.5	6.43	4.5	2.24	1.6
Torrington, Conn.	110.12	119.76	128.58	131.74	3.17	2.4	98.71	74.9	16.33	12.4	5.38	4.1	6.78	5.2	1.37	1.0
Canton, Ill.	81.57		100.75	94.85	3.55	3.7	65.05	68.6	16.56	17.5	4.14	4.4	4.07	4.3	1.48	1.5
Freeport, Ill.		95.60	101.65	110.05	3.78	3.4	82.88	75.3	17.65	16.0	3.24	3.0	1.16	1.1	1.34	1.2
Jacksonville, Ill.	81.90	86.55	87.99	101.39	3.83	3.8	80.26	79.2	11.39	11.2	3.36	3.3	1.60	1.6	.95	.9
Kankakee, Ill.	81.50	85.04	91.68	99.39	4.85	4.9	71.23	71.7	15.41	15.5	5.84	5.8	.68	.7	1.38	1.4
Kewanee, Ill.	77.03	96.44	93.63	125.25	5.88	4.7	95.13	76.0	16.50	13.2	4.71	3.7	1.64	1.3	1.39	1.1
Columbus, Ind.	73.63	75.02	76.06	84.09	3.51	4.2	63.20	75.2	12.74	15.1	3.57	4.2	1.07	1.3		
Crawfordsville, Ind.	86.22	94.75	100.34	106.04	4.92	4.6	80.30	75.7	15.19	14.3	2.21	2.1	2.10	2.0	1.32	1.3
Marion, Ind.	79.63	85.48	89.29	101.70	3.03	3.0	79.55	78.2	13.61	13.4	2.75	2.7	.79	.8	1.97	1.9
Peru, Ind.	95.95	101.13	106.51	119.11	6.26	5.3	86.16	72.3	19.45	16.3	4.91	4.1			2.33	2.0
Burlington, Iowa		98.63	100.44	115.37	3.46	3.0	83.06	72.0	20.11	17.4	6.34	5.5	2.40	2.1		
Newton, Kans.	73.81	81.34	80.52	80.69	3.10	3.9	62.51	77.5	11.81	14.6	1.72	2.1	.96	1.2	.59	.7
Ottawa, Kans.	79.18	86.03	80.28	98.04	5.36	5.5	76.76	78.3	12.99	13.2	.91	.9	1.66	1.7	.36	.4
Pittsburg, Kans.	79.76	85.87	85.21	87.25	3.73	4.3	66.51	76.2	12.99	14.9	2.91	3.3	.42	.5	.69	.8
Fort Thomas, Ky.	133.36	138.11	141.47	162.10	8.17	5.0	120.33	74.2	19.10	11.8	9.87	6.1	3.22	2.0	1.41	.9
Henderson, Ky.		77.16	86.15	95.69	5.07	5.3	74.11	77.5	11.53	12.0	3.80	4.0	.67	.7	.51	.5
Bangor, Maine	97.52		113.67	116.20	3.75	3.2	86.11	74.1	16.38	14.1	1.60	1.4	6.50	5.6	1.86	1.6
Clinton, Mass.	91.08	99.68	111.00	130.09	6.00	4.6	99.55	76.5	18.21	14.0	1.01	.8	2.21	1.7	3.11	2.4
Northbridge, Mass.	90.36	94.90	114.84	105.51	5.59	5.3	76.04	72.1	13.16	12.5	1.82	1.7	8.90	8.4		
Weymouth, Mass.	94.34	103.09	120.02	136.85	3.28	2.4	101.67	74.3	16.61	12.1	8.57	6.3	6.72	4.9		
Winchester, Mass.	122.87	127.50	123.62	131.00	5.71	4.4	102.73	78.4	16.27	12.4	4.18	3.2	2.11	1.6		
Alpena, Mich.	94.23	95.08	101.83	114.59	7.41	6.5	85.14	74.3	15.26	13.3	4.35	3.8	1.47	1.3	.96	.8
Escanaba, Mich.	83.10	93.67	93.44	103.66	4.76	4.6	78.45	75.7	14.63	14.1	2.51	2.4	2.36	2.3	.95	.9
Muskegon Heights, Mich.	84.50	90.22	90.84	100.30	4.04	4.0	76.72	76.5	13.80	13.8	3.59	3.6	1.61	1.6	.54	.5
Royal Oak, Mich.	96.97	110.42	113.63	123.55	4.08	3.3	93.97	76.1	19.36	15.7	2.17	1.7	2.77	2.2	1.20	1.0
Mankato, Minn.	98.60	109.33	114.74	135.64	4.91	3.6	104.28	76.9	18.61	13.7	2.64	1.9	3.65	2.7	1.55	1.2
St. Cloud, Minn.	105.70	108.20	130.28	137.85	5.20	3.8	99.70	72.3	26.75	19.4	2.22	1.6	3.32	2.4	.66	.8
Winona, Minn.				135.73	5.27	3.9	99.65	73.4	23.11	17.0	2.67	2.0	3.03	2.2	2.00	1.5
Cape Girardeau, Mo.		68.91	78.52	91.87	2.99	3.2	72.82	79.3	9.79	10.7	2.54	2.8	3.23	3.5	.50	.5
Hannibal, Mo.	64.62	74.55	83.41	73.10	3.60	4.9	53.76	73.6	11.85	16.2	2.17	3.0	1.55	2.1	.17	.2
Jefferson City, Mo.	80.24	81.06	93.65	92.42	4.19	4.5	67.22	72.7	12.18	13.2	6.71	7.3	1.50	1.6	.62	.7
Sedalia, Mo.	76.65	85.31	80.47	88.48	3.68	4.2	67.42	76.2	12.40	14.0	1.99	2.2	2.17	2.5	.82	.9
Hastings, Nebr.	75.34	77.33	76.71	82.87	2.29	2.8	66.92	80.8	10.08	12.2	1.94	2.3	1.27	1.5	.37	.4
Reno, Nev.	107.74	117.79	128.95	117.04	2.29	2.0	87.93	75.1	17.71	15.1	.69	.57	2.42	2.1		
Berlin, N. H.	92.78	109.36	134.64	150.45	6.86	4.6	105.80	70.3	21.85	14.5	5.03	3.3	7.47	5.0	3.44	2.3
Claremont, N. H.	88.81	92.23	104.11	109.63	5.84	5.3	73.80	67.3	14.38	13.1	4.28	3.9	7.41	6.8	3.92	3.6
Keene, N. H.	83.68	98.64	96.29	113.71	4.38	3.9	83.40	73.3	13.50	11.9	1.75	1.5	6.93	6.1	3.75	3.3
Garfield, N. J.	95.87	108.68	126.37	130.10	5.97	4.6	101.89	78.3	14.40	11.1	3.60	2.8	3.95	3.0	.29	.2
Roselle, N. J.	130.67	130.55	143.28	155.38	6.33	4.1	120.90	77.8	17.59	11.3	4.31	2.8	4.28	2.7	1.97	1.3
Cortland, N. Y.	139.62	136.46	130.23	138.90	6.20	4.5	105.71	76.1	15.00	10.8	2.17	1.6	2.43	1.7	7.39	5.3
North Tonawanda, N. Y.	115.39	122.13	128.43	132.02	4.94	3.7	94.41	71.5	14.35	10.9	5.19	3.9	4.98	3.8	8.15	6.2
Rocky Mount, N. C.	44.37	40.15	55.13	63.98	1.80	2.8	53.02	82.9	5.52	8.6	2.19	3.4	.59	.9	.86	1.4
Campbell, Ohio	95.74	106.37	123.61	131.12	6.68	5.1	91.92	70.1	21.61	16.5	4.30	3.3	2.21	1.7	4.40	3.3
Piqua, Ohio	87.86	85.14	94.03	100.21	4.39	4.4	72.25	72.1	15.75	15.7	2.21	2.2	2.04	2.0	3.57	3.6
Bartlesville, Okla.	75.24	81.65	94.78	107.00	4.23	4.0	82.94	77.5	14.26	13.3	4.41	4.1			1.16	1.1
Durant, Okla.	53.89	50.06	57.37	64.47	4.53	7.0	53.03	82.3	4.75	7.4	.99	1.5	.76	1.2	.41	.6
Astoria, Oreg.	101.00	114.95	116.46	135.95	6.45	4.7	108.66	79.9	13.41	9.9	4.05	3.0	1.78	1.3	1.60	1.2
Eugene, Oreg.	96.03	101.80	105.95	112.34	4.09	3.6	90.05	80.2	10.35	9.2	4.06	3.6	1.97	1.8	1.82	1.6
Butler, Pa.	81.00	88.95	96.92	107.70	4.77	4.4	82.40	76.5	12.50	11.6	2.32	2.2	1.70	1.6	4.01	3.7
Carlisle, Pa.	79.05	82.94	86.52	102.05	5.51	5.4	77.76	76.2	12.32	12.1	2.24	2.2	1.21	1.2	3.01	2.9
Conshohocken, Pa.	70.82	77.03	88.29	104.85	8.45	8.1	76.76	73.2	9.29	8.9	4.51	4.3	2.36	2.2	3.48	3.3
Steelton, Pa.			132.89													

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Postwar Education of Negroes. By Ambrose Caliver. 71 p., illus. Free copies may be secured by writing to the U. S. Office of Education, Washington 25, D. C.

Report of a conference sponsored by the U. S. Office of Education setting forth the educational implications of Army data and experience of Negro veterans and war workers. Printed at no expense to the Government, through a grant by the Julius Rosenwald Fund.

Radio Bibliography — Educational Radio Script and Transcription Exchange. Prepared by Gertrude G. Broderick and Ruth M. Howland. Washington, U. S. Government Printing Office, 1945. 18 p. 10 cents.

Contents: General; Careers in radio; Broadcasting technique and script writing; Education; Radio sources; Technical aspects of radio; Television; Educational recordings and equipment; Frequency modulation; Periodicals; Sources of general information on education by radio.

What Every Teacher Should Know About the Physical Condition of Her Pupils. By James Frederick Rogers, M. D. Washington, U. S. Government Printing Office, 1945. 19 p. illus. (Pamphlet No. 68, Revised.) 10 cents.

Intended primarily as a help for the teacher untutored in the art of protecting and promoting the physical welfare of the children in her charge. Includes suggestions for those whose business it should be to prepare teachers and would-be teachers along these lines.

New Publications of Other Agencies

Federal Security Agency. Office of Community War Services. Social Protection Division. *Recommendations on Standards for Detention of Juveniles and Adults.* Compiled by the National Advisory Police Committee on Social Protection, Federal Security Agency. Washington, Federal Security Agency, 1945. Single copies free as long as supply lasts from Social Protection Division, Federal Security Agency, Washington 25, D. C.

A manual for the guidance of communities and their responsible officials in providing adequate and humane facilities for adults and juveniles held in temporary detention.

U. S. Department of Agriculture. *Conserving Soil and Moisture in Orchards and Vineyards.* Washington, U. S. Government Printing Office, 1945. (Farmers' Bulletin No. 1970.) 30 p. 10 cents.

Outlines practices by which fruit growers can prolong the productivity of their orchards and vineyards.

— Farm Credit Administration. *Mooreland ... Where Town and Country Cooperate.* By E. B. Reid. (In "News for Farmer Cooperatives," November 1945, p. 4-5, 17-18.) Kansas City, Mo., Farm Credit Administration, U. S. Department of Agriculture. 10 cents a copy; annual subscription, \$1.

An account of satisfactory relationships worked out between a town of 900 population and the surrounding farmers.

U. S. Department of Labor. Children's Bureau. *Your Child from One to Six.* Washington, U. S. Government Printing Office, 1945. (Children's Bureau Publication 30, Revised, 1945.) 147 p. 15 cents.

"Present text attempts to show how emotional maturity in parents themselves can bring about the security and affectionate understanding that must underlie sound and creative family relationships."

— Women's Bureau. *Outlook for Women in Occupations in the Medical and Other Health Services: Dental Hygienists.* Washington, U. S. Government Printing Office, 1945. 17 p. 10 cents.

Discusses the prewar situations, the wartime changes, and the postwar outlook for women in one of the occupations in the field of medical and other health services, in which women in 1940 composed about two-thirds of the workers.

U. S. Department of State. *The Axis in Defeat: A Collection of Documents on American Policy Towards Germany and Japan.* Washington, U. S. Government Printing Office, 1945. (Department of State Publication 2423.) 118 p. 30 cents.

Contains documents relating to the general policies as outlined in the Atlantic Charter, the Cairo, Tehran, and other conferences; the acts of military surrender; and the declarations, statements, and directives regarding the occupation of Germany and Japan.

— *Trial of War Criminals.* Washington, U. S. Government Printing Office, 1945. (Department of State Publication 2420.) 89 p. 20 cents.

Contains the report of Robert H. Jackson to the President, the agreement establishing an international military tribunal, and the indictment.

U. S. Library of Congress. Hispanic Foundation. *Bibliografias Cubanas.* By Fermin Peraza y Sarausa. Washington, U. S. Government Printing Office, 1945. (Latin American Series No. 7.) 58 p. 20 cents.

A guide to the bibliographies on Cuba.

U. S. National Housing Agency. *Housing Goals: Finding the Facts and Measuring the Needs in American Cities.* Washington, National Housing Agency, 1945. Processed. 33 p. Single copies free from National Housing Agency, as long as supply lasts.

Booklet presents some of the practical problems in the housing situation; outlines the approaches and methods that may be used to uncover housing facts; and describes the need for local action.

— Office of the Administrator. *Land Assembly for Urban Re-Development.* Washington, National Housing Agency, 1945. (National Housing Bulletin 3.) 31 p. Processed. Single copies free as long as supply lasts.

Considers the problem of finding practical means of making available for building two types of urban districts: (1) The deteriorated or blighted sections which are found near the centers of most urban communities, and (2) the defunct subdivisions inherited from times past.